

Moral and Religious Education: A Spiritual Psychology

The emphasis in this article may appear to be primarily Catholic, rather than, say, Mohammedan, or Protestant, or Buddhist, or of any other religious viewpoint. But, as a clinical and consulting psychologist paramountly serving children in a rather large school district, and as a school administrator as well as a university teacher helping to prepare others for the profession of teaching on all levels, the author feels that there are basic universalisms on the moral and religious training of children of significant value for the consideration of all parents and teachers and of all adults. These educational viewpoints, then, based on psychology and philosophy and religious orientation, are for general application in all teaching everywhere and by all families, universally.

Parents the First Teachers

The moral training and religious education of the child should begin with the parents before the child's birth. As Pope Pius XII has indicated: "The offices and professions of a transitory and earthly life, which are certainly of far less importance, are prepared for by long and careful study; whereas for the fundamental duty and obligation of educating their children, many parents have little or no preparation, immersed as they are in temporal cares. . . . We implore pastors of souls, by every means in their power . . . by word of mouth and written articles widely distributed, to warn parents of their grave obligations. And this should be done not in a merely theoretical and general way, but with practical and specific application to the various responsibilities of parents touching the religious, moral, and civil training of their children and with

Hirsch L. Silverman, Ph.D.

Asst. to Supt. and Director of
Psychological Services, Nutley, N. J.,
Public Schools; Lecturer on Educational
Psychology, Seton Hall University

indication of the methods best adapted to make their training effective, supposing always *the influence of their own exemplary lives.*"¹ For all parents, of whatever religious faith or persuasion, are the Pope's words of significance and relevancy.

The field of psychology recognizes each child as a distinct individual differing from others in his own special characteristics. We cannot truly and unequivocally classify children or their actions or their thoughts. We may state and describe, analyze and evaluate, what may happen to a child at certain times in his development, but we must ever remember that each child is an individual. Though all children will differ in features, desires, words, thoughts, and reactions to certain things, we can make this statement applicable to most children: That a child's religious ideals and concepts will be influenced by his experiences in everyday life. As time passes, the child then proceeds from the known to the unknown, from the simple to the more difficult, in matters religious, educational, social, moral, aesthetic, emotional.

"What then will this child be?"² exclaimed the neighbors in wonderment as Zachary's tongue was loosed after deciding

the name of John the Baptist. So may we say of each individual child who enters this world if we but reflect on the marvelous mechanism of his body, the wondrous faculties of his soul, and the almost infinite possibilities of which the living combination of body and soul that we know as human nature is capable. How can we, as parents and educators, help the child to develop these possibilities to his own best temporal and especially spiritual advantage? How can we apply to him the fruits of our own growth and experience and give our noblest assistance that he may in his own life attain to his full moral and spiritual stature, that he may seek the good, the true, and the beautiful, and eventually find all in a blessed eternity? Let us consider various facets of this matter.

The home, not the school which possibly comes six years too late, is the primary educational agency. Our modern homes do not contain the calm, peaceful, thought-provoking atmosphere of those our grandparents knew and enjoyed. The movies, telephone, automobiles, television, and radio take over conversation. Since they are seemingly always ringing someone up, or blasting one another, or traveling around, or merely listening to a radio, or just looking at a TV screen, people who live in the same house may be almost total strangers to each other, scarcely exchanging a word, let alone thoughts, ideas, or instructional information or viewpoints.

Education for Parenthood

To understand a child really, to instruct him and guide him is not intuitive or in-born knowledge given to us as men and women when we reach the physical age to conceive and bear children. Rather in our

¹Pope Pius XI, *Christian Education of Youth—Five Great Encyclicals* (New York: The Paulist Press, 1939), p. 58.

²Lk. 1:66.

modern day it is knowledge which must be studied, understood, and applied to our lives as parents. When a couple furnishes a home, let them learn to do it with an eye to the future. Let them even copy, in a sense, our modern industrial corporations which use visual education to convince their public to buy their particular products. With parenthood does not come motherhood or fatherhood; it is a status that we as adults must strive to attain and for which we must prepare, if we are to be effective mothers and fathers.

Let us consider some of the spiritual factors relative to childrearing. If a child is taught to pray, is inspired in the love and habit of the basic virtues by the sound example of his parents and teachers, is provided with sound literature and a good home environment, and is taught respect for the authority of God as found in his own parents and teachers, we can feel reasonably assured that the child will grow up healthy enough in soul, mind, and body. If, on the other hand, a child is shown only bad or poor example, is not taught self-discipline, knows little of virtues, good literature, or a real home, we cannot hope that such a child will grow into manhood with respect for himself, or his parents, or his God. Nor can we expect him to grow in maturity and enrich the lives around him. The child is the precious, priceless object of our labors and ministrations, in whose education we function as secondary agents since "by their nature the agencies of education are divided into primary and secondary. Primary agencies are God and the child";³ and "God is the agency for the supernatural; the child (since learning is self-activity) is the natural agency for itself. The secondary agencies are chiefly the family, the church, the state, and the school."⁴

Even scientifically and psychologically, not just spiritually, we must remember that the child has been endowed by God with intelligence, conscience, and free will. Adam, by his sin, may have lost for himself and his posterity the supernatural and preternatural gifts of God, and even in the natural order, man's will was weakened and his intelligence clouded; but while "There remain . . . in human nature, the effects of original sin, the chief of which are weakness of will and disorderly inclinations. . . . Disorderly inclinations . . . must be corrected, good tendencies encouraged and regulated from tender childhood, and the will strengthened by supernatural truth and by the means of grace,

without which it is impossible to control evil impulses, impossible to attain the full and complete perfection of education. . . ."⁵

Use a Wholesome Approach

The intelligence of the young child must be approached through the senses, for it is through sense perceptions that concepts are formed in the intellect. Therefore, it is imperative that in teaching we use whatever material aids will appeal to the senses and help to develop accurate concepts. But let us not put the cart before the horse, nor the mere aids before the teacher. The personal attitudes of the teacher, the values he or she inculcates, and the manner in which the teacher consistently, or inconsistently, performs his/her task has a far more profound psychological effect on the child than the actual subject matter.

Arithmetic, for example, may be difficult, but the teacher can help the child to appreciate its everyday value, and to be willing to try to learn more; a disparaging or humiliating remark in the case of the same child might lead to a hopeless and indifferent attitude that will persist into adulthood. Formal and correct self-expression in oral and written language may be tedious to learn, but encouragement and adequate motivation will spur the child to struggle on. This perseverance in the face of difficulty is in itself a valuable lesson and may set the pattern for similar adjustments that will undoubtedly occur as the child advances into adult life. Good impulses and dawning ideals may easily be blighted in their incipency by the frost of a discouraging word or a scornful look; yet, with the warmth which penetrates farther even than light, the acorn could have stretched forth to a great oak. "On the part of the child himself such qualities as faith, simplicity, curiosity, and activity which characterize him in his pre-school years make his religious development a relatively simple matter if only he is brought into contact with the knowledge of God and His truths."⁶

In the case of the story of Cinderella or Peter Pan, for example, the child realizes that these are only made up; but in the case of the Bible, to a child's imagination the stories seem like so much fantasy. And yet they are all the more fascinating, for they know they really did happen. As much as children love fairy tales and fantasy, true stories tickle their imagination even more. In fairy tales they are more of the awe-filled spectators, but in true stories they identify themselves with the characters, whom they know are suffi-

ciently real. Many times, adults will recall, we would beg our parents to "tell me how it was when you were little" or "when you were there." This might explain some of a child's interest in the Bible, on a religious level. The advantages of Bible stories to the more complete development of the child are many. Since a story can be remembered easily by most children, the holy maxims taught through parables will never be forgotten and will be the source of many virtuous actions in life. The maxims, noble examples, and lofty aspirations found in Biblical literature will place in the young soul beneficent memories, which in times of trial or sorrow will be a great help to maintain the individual in the path of righteousness.

The Power of Example

Now let us concern ourselves with some educational factors. The personal example of the teacher exerts undeniable influence. "The teacher who habitually does what is right rather than what is expedient is almost certain to gain the respect and admiration of his pupils and to be imitated by them."⁷

The realization of this responsibility toward the impressionable minds and hearts of young people should stimulate serious self-evaluation on the part of the teacher and inspire her to approach her task with gentleness and humility, since her craftsmanship is wrought upon immortal substance. This is even more true with regard to parents, since their influence is earliest, most constant, and most intimate. In an article on the emotional preparation for marriage, Dom Gregory Stevens points out that "It will be of great importance to point out to those entering into the married life the tremendous role that their own personalities will play inevitably in the development of their children. The proper atmosphere of love is the only one conducive to the proper growth of the infant, whose earliest years are in so many ways of vital importance to his adult life."⁸

There are some real advantages connected with the early religious training of a child in his own home and from his "natural teachers": his parents. Since the modern home, modern man and woman, and the modern family life are so complex, opportunities for the moral training of children must be sought, and utilized, as a situation arises. If we look back on our own family life, we can recall incidents where as rather young children our veracity was a normal thing, however embarrassing at times for our parents or other

³Redden and Ryan, *A Catholic Philosophy of Education* (Milwaukee: The Bruce Publishing Co., 5th ed., 1949), p. 104.

⁴Kinkel, Rev. Andrew, O.S.B., "Is School Administration on the Right Road?" *CATHOLIC SCHOOL JOURNAL*, 54:9, Nov., 1954, p. 279.

⁵Pope Pius XI, *op. cit.*, p. 54.

⁶Schmiedler, Rev. Edgar, O.S.B., Ph.D., *Parent and Child* (New York: The Paulist Press, 1952), p. 14.

⁷Crow, Lester D., and Crow, Alice, *Educational Psychology* (New York: American Book Co., 1948), p. 25.

⁸Stevens, Dom Gregory, "Emotional Preparation for Marriage," *Integrity*, 9:2, Nov., 1954, p. 12.

nearby grownups. For example, a friend tells me the story of a father who, before taking his three-year-old boy to church, instructed the boy to do everything exactly as he did—kneel when he knelt, sit when he sat, stand when he stood. At one part of the Mass when the kneeling session was especially long, the father apparently got tired and half-knelt and half-reclined; but not for long, for a little voice piped shrilly: "Hey, Dad, what are you doin', kneelin' or sittin'?"

Mendacity, too, is a progressive thing on the part of many parents. They begin with the story of the stork, then the Santa Claus fable, and ridiculously follow it with the bogey-man-in-the-closet routine; and the foundation for misapprehension and fear is nicely laid. Realism is a psychological necessity, honesty with realism, in dealing with children. Promises once made by parents to their children must be kept intelligently and properly.

Also, in building up correct religious concepts, parents and teachers can present the lifework and character of the prophets and saints, wherein sound religious concepts are incarnated. They can captivate the child's mind, imagination, emotions, sensitivity, and will through the vivid and appealing story of God as told in Bible stories, in pictures, poetry, and song. They can make past events and distant scenes actually present to the child's mind. They can help him exercise his intellect to discover and understand, as far as possible, the truths of religious faith revealed in the words and actions of the saints. They can enlist not only the mind but the emotions as well, and what the child learns can later be transformed into values that will move his will to significant action in later life.

Each Person Is Precious

It is essential that the child be regarded as a "whole person," a distinct and individual creature, composed of body, mind, and soul. The body may be frail, malformed, or crippled. The brain structure may be defective, or its operations may be limited by detours on the avenues by which the senses communicate with the brain. One influenced by material values and natural inclinations would choose, as in a self-service store, only the relatively perfect specimens and exclude the defective ones, but spiritual values enable us to see in every child an actual or potential child of God, the product of His creation, the object of His love, a being upon whom He ardently desires to bestow membership in His Kingdom, and all this regardless of the physical and mental limitations of his person. We who wish to assist

the child must be mindful always of his uniqueness and his intrinsic worth. "What is of most importance in educators themselves is a respect for the soul as well as for the body of the child, the sense of his innermost essence and his internal resources, and a sort of sacred and loving attention to his mysterious identity, which is a hidden thing that no techniques can reach. And what matters most in the educational enterprise is a perpetual appeal to intelligence and free will in the young."⁹

The Power of Prayer

Though some Biblical texts are much

⁹Maritain, Jacques, *Education at the Crossroads* (New Haven: Yale University Press, 1943), pp. 9-10.

American Education Week

November 11-17

The department of education of the National Catholic Welfare Conference, 1312 Massachusetts Ave., N.W., Washington 5, D. C., has in process of publication a suggested outline for the participation of Catholic schools in this year's observance of American Education Week. The general outline of the suggestions is as follows:

General Theme:

Good Catholic Schools for a Strong America

Daily Topics:

- Nov. 11: Our Spiritual Heritage
- Nov. 12: Today's Education and Tomorrow's Life
- Nov. 13: Schools for a Sound Faith
- Nov. 14: Schools for Trained Man Power
- Nov. 15: The Great Purpose of Education
- Nov. 16: The Ideal Teacher
- Nov. 17: Schools for a United America

In announcing the NCWC bulletin on the Catholic observance of American Education Week, Rt. Rev. Msgr. F. G. Hochwalt, director of the department of education of the NCWC, says that it contains seven thoughts for the seven days taken from the writings of Bishop John L. Spalding, most of them from his essay "Education and the Future of Religion."

In addition to the quotations from Bishop Spalding, there are 12 specific suggestions for Catholic school administrators in observing American Education Week.

above the intelligence of the young child, soon or later the concepts which were stored away will be revived mentally, united, and compared with present impressions and ideas. The religious concepts of the child must be an active as well as a passive part of his life. Pictures and stories will captivate the mind and attention of the child, and by prayer can we lift up his heart and make it God-conscious; and even this can be done at an early age. A mother once approached a clergyman and asked when she might begin to teach her son religion; and the pastor asked, "How old is he now?" Upon her reply that he was five years old, the mother was told frankly that she was already five years late! If a child can be taught nursery jingles he can be taught prayers, not long or involved prayers but short informal prayers with adoration and praise for God, rather than endeavors to make contracts with God.

In this age of the jet-propelled airplane we are constantly reminding our children that it is possible for them to be brought into quick contact with distant civilization. This reminder may also give us wonderful opportunities to awaken in them the fact that by the wings of prayer they can be brought closer to contact with God.

Religion must grow, then, with the child; and one of the most powerful means of deeply rooting religion in the soul of a child is prayer. To a child, the knowledge that there is Someone greater than anyone else in the whole world, Someone Who sees everything, knows everything, and can do everything, Someone to Whom one can talk and Who will be receptive, this knowledge brings a wonderful feeling of security, and brings with it the desire and will power to withdraw possibly from evil and to ever live in a cleaner, wholesomer atmosphere. It enables him to grow up to meet life's difficulties head-on, overcoming them and being strengthened anew by the knowledge of the presence of God.

Accompanying this knowledge and the ability to pray will be varying ideas of sin and forgiveness. A child's basic ideas of God are basically formed in his relationship with his father. The image in the child's mind when he prays will closely, though unknowingly, resemble that of his own father, which is quite understandable, since we teach the child that God is the Father of all. Just as any loving child does not willingly or willfully hurt his father, so too any child brought up in the knowledge and consequent love of God would do all to keep from "hurting" Him. A child's love is the greatest of all loves, for it is so unaffected.

A Danger in the Grade Equivalent Score

To attempt to enumerate the benefits that accrue from a well-planned testing program or to list the many pitfalls or dangers one may encounter in the implementation of such a program is beyond the scope of this paper. We shall be satisfied to point out only one "danger ahead" to those who set out on the popular "testward movement." This is the danger of misinterpretation of results because of the use of grade equivalent norms.

The concept of *norm* as an average is familiar to most people. One of the most common averages is the *mean*. Another average popular in the educational field is the *median*. People readily understand these norms expressed as averages. They use such terms as *average*, *below average*, or *above average* to describe such familiar things as weight, height, temperature, amount of rainfall, etc.

When people use the norm or average to describe a characteristic of a group as a whole they are not so apt to err. But when they attempt to interpret numerically an individual's standing within a group they are very likely to fall into error. *Sigma*, the standard score (expressed in deviations from the *mean*) gives an excellent interpretation to the person proficient in the science of statistics, but for the teacher or parent unfamiliar with statistical terms, much less its symbols for these terms, the sigma score remains "Greek" to him and, for this reason, test makers and publishers sought some familiar or simple term in which to express norms or averages. Hence the *grade norm* or *grade equivalent* was introduced. Because of its "apparent" simplicity (we should say oversimplification) the grade norm immediately gained popularity and has retained it.

Now, however, honest test publishers and educators have the serious problem of warning teachers and others not to stigmatize a child below the grade norm with a grade equivalent score, since it is not really descriptive of his work. Likewise, the teacher must not overinflate the child above the norm with a grade equivalent even less descriptive of his work. It is our purpose to point out this danger of misinterpretation of the grade norm and to help the uninitiated to avoid the error.

**Sister M. Constantia,
S.C.L.**

Annunciation High School

Denver 5, Colo.

Meaning of "Grade Norm"

A *grade norm* is defined as the average (usually median) score obtained by pupils of a given grade placement. A *grade equivalent* is the grade level for which a given score is the real or estimated average. It is when we mark points along the normal curve with grade equivalents to show a child's position on the curve that we inevitably get off the road of correct interpretation. The only point on the frequency curve for a particular grade which can be correctly marked with a grade equivalent is the median point, provided the median score agrees with the median score of the standardizing group. A child who scores exactly at grade level can be said to be doing work typical of his given grade and the grade equivalent is a correct interpretation of his score.

The limitations of the grade equivalent as one departs from the average is pointed out emphatically by Gertrude Hildreth in her *Manual for the Interpretation of the Metropolitan Achievement Tests*. She explains that, if a child in grade five makes a score with grade equivalent 7.6 on some particular test, he cannot be said to be doing work typical of the sixth month of the seventh year. Although his score is the same as the child six months along in the seventh grade, the *composition* of his score may be quite different. The fifth grade child's score indicates a more than average mastery of the *content of his own grade* and not an average knowledge of the *content taught on the seventh grade level*. She points out that in a similar manner the fifth grade child with grade equivalent 3.2 should not be said to be doing work typical of the second month of the third grade for his score is earned on items based on work up to and including the fifth grade level. The average child in the third grade would probably not attain this score if he were tested on the items on

which the fifth grade child gained the score with 3.2 grade equivalent.

Deceptive to the Uninitiated

Thus we see a grade equivalent for a score is ambiguous. The score could be attained by average mastery of the material for the grade of which score is the equivalent or by superior mastery of the content of a lower grade. But the majority of people take it at face value and speak of a child as being a year above or below his own grade.

Doctor Hildreth expresses concern that this is the commonest use of grade equivalents and says that, for this reason, their limitations should be more widely known. She explains that the correct, and perhaps the most appropriate, use for the grade norm is to show the amount of the deviation from the national norm of the average score of classes within a school, or whole grades within a school or school system.

John C. Flanagan, University of Pittsburgh, discusses at length the limitations of the "oversimplified" grade norm in his chapter of the book *Educational Measurements*, 1951, edited by E. F. Lindquist and published by the American Council on Education. He gives the definition of a grade equivalent and then, in order to clarify the definition, gives a step-by-step outline of the procedure used in setting up these equivalents. He then proceeds to enumerate the limitations of this norm. He says, "All derived scores are subject to some misinterpretations, but because of their directness and *apparent* simplicity, grade equivalents are especially likely to be misused."

According to Flanagan, test manuals almost universally emphasize the large amount of overlap of score distributions in consecutive grades. In spite of this fact, he comments, teachers and others find it difficult to realize this and hence do not interpret grade scores properly. If, he says, a child entering fourth grade makes a score with grade equivalent 5.6, one should not interpret this as meaning the child already knows the material to be taught in the fourth grade and half of the fifth. The correct interpretation is more likely that he has mastered unusually well the

TEACHERS' CHALLENGE

Hopes, ambitions, burning strong—
Upon his lips a cheerful song.
A heart that reaches for the sun
And, sightless, sees it almost won.
This is youth.

Doubts, anxieties, and fears
Born of insecurities' tears.
A timid heart afraid to face
The world's constant, victorless race.
This is youth.

We, poor guides of youthful days—
Sculptors of good or evil ways,
Have in our power for all to see,
The workings of Eternity.
This is truth.

Ours to mold the timid heart—
Ours to show the better part.
Ours to give to youth our best,
Trusting in God to give the rest.
This is truth.

Sister John Paul, S.S.J.
Mount Saint Joseph Convent
Rutland, Vermont

content of the three lower grades. Flanagan goes further and says that even the concept of a norm as a midscore with half the group falling above and half below is difficult for those who do not think in statistical terms. Consequently, he says, many people "reveal confused thinking" about norms when they imply that *every one should come up to a norm which has been established as the score achieved or exceeded by only one half of the students in the normalizing group*. The use of the grade equivalent tends to encourage this confusion of thinking. It further confuses the matter when there are differences in curriculum or in the significance of grade designation, especially when the system is a seven-grade setup instead of the usual eight-grade system. Norms based on pupils finishing the eight-grade system would hardly be applicable to pupils finishing the seven-grade system. The norms would be based on pupils with an added year of *maturity* as well as instruction.

O. F. Anderhalter, Ph.D., St. Louis University, in speaking before a group of teachers at the Denver Archdiocesan Institute for Teachers, September, 1955, expressed his aversion to the use of the grade norm or grade equivalent, because of its susceptibility to misinterpretation. He said if a fourth-grade arithmetic pupil receives a grade equivalent norm of 7.2 on an arithmetic test it simply means that the fourth-grade youngster has done as well on the fourth-grade arithmetic as an average seventh grader would do on *fourth-grade* arithmetic. It should not be inter-

preted that the fourth-grade pupil could do average work on seventh-grade arithmetic content. Too often, he said, the latter erroneous interpretation is the one given the grade equivalent score. Hence he advises care in interpreting the grade equivalent score, or better still abandon the use of this norm.

Norms and Standards

All authors of textbooks in measurements and of test manuals warn against confusing norms with standards. Norms represent *average* achievement. Standards are *goals* for which to strive. These goals must be fitted to the ability of the individual. The norm might be an impossible goal for someone who is below average in ability. Yet the grade equivalent stamps him as not reaching his grade. To demand him to be up to norm might only frustrate or completely discourage him. But to use the norm as a standard for one above average in ability is only to encourage laziness and lack of scholarship.

Teachers Sometimes Confused

Misinterpretation of the grade equivalent often discourages beginning teachers. Just last summer a young teacher enrolled in a measurements class said she was very happy she had taken the course, if for no other reason than to get the correct interpretation of the grade equivalent. She had felt that she was failing as a teacher because about half of her class had grade equivalents below grade level. Another young teacher had the erroneous idea that all those with grade equivalents above the norm should be pushed ahead to another grade.

However it is not just the young teacher who gets the incorrect idea from grade equivalents. Occasionally well-meaning administrators and guidance counselors scrupulously insist that *all* pupils must be *up to norm, even to the month*. We refer them to *Measurements in Today's School* by Ross, page 293. In speaking of the limitations of grade equivalents he says, "... they (grade norms) tend to imply a degree of exactness which the accuracy of existing tests hardly warrants. Certainly it is unsafe to take them literally at their face value. A still more serious limitation is the lack of comparability of scores on different tests. Adams, for example, found that eight well-known arithmetic tests rated the mean percentile of 152 pupils all the way from the fifth grade to eleventh grade, depending upon the test used. It is unnecessary to comment upon the absurdity of fractional norms in a situation like that."

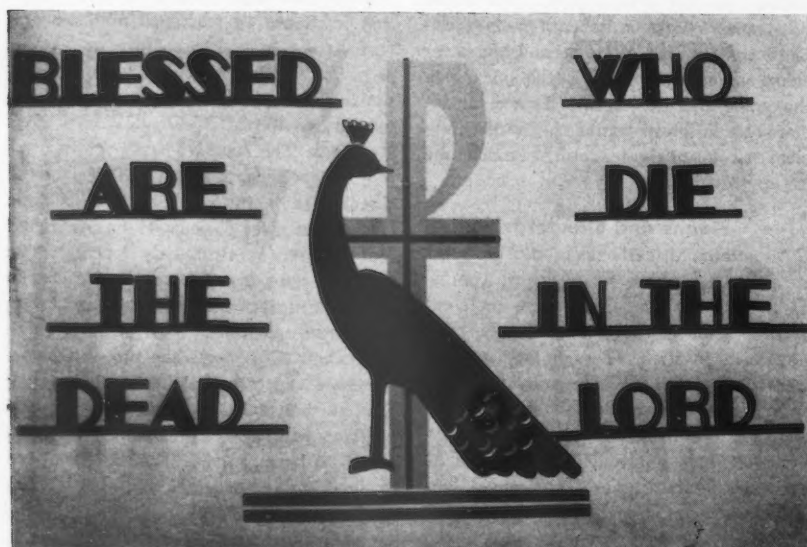
We grant test makers have made much progress in improving the accuracy of their norms since the study made by Adams.

But the following should convince anyone that insistence on fractional norms is still absurd. We have here before us a table of norms for the history section of a high-ranking battery test very favorably reviewed in *Buros' Mental Measurements Yearbook*. The standard error for the test is 9.2; this permits a range of 18.4 in the standard score and this expressed in grade equivalents gives a range of one year and nine months (approximately 2 years). The probable error of 6.2 is standard score, so the range for the standard score is 12.4 or a range of one and one half years in grade equivalents. This being the probable error, we could expect a student's score to vary that much one half of the time. In view of this, we can hardly lay stress on fractional grade equivalents. The range we have given is for the seventh- and eighth-grade levels. Growth in the lower grades is more rapid than in the upper grades, hence a real difference of one year in grade equivalent for the second or third grade might be serious, but for the seventh or eighth grade might be entirely insignificant. In a recent directive to principals in New York City, *two grades* below class level were advised as basis for retention or non-promotion of pupils.

Most grade equivalents are *estimated*. Tests are administered two or three times during a year to the group and grade norms computed, then the grade equivalents for the intervening months are estimated by *interpolation*. Grade norms above or below the grades in which the tests are given are called *extrapolated* norms. Tests publishers admit in their manuals that these extrapolated scores are little better than guesses and as such have little value, if any. Yet, test users clamor for grade equivalents to *interpret* scores made by above average pupils of the upper grades. Test publishers yield to this pressure and publish norms as high as grade 11, though they admit grade equivalents beyond the grade eight are almost entirely devoid of meaning. Even with grade equivalents up to the eleventh grade, a teacher of a good eighth-grade class is chagrined when, as it is possible, the 11th grade norm is too low for one half of her class though the range of scores in her high scoring pupils is large. The grade equivalent is an inadequate norm. It simply does not give her any valid interpretation for her better group.

A Remedy

It would be futile to point out a danger and then not suggest a remedy. Anne Anastasi, Ph.D., professor of psychology in the graduate school, Fordham University, states that, for most cases, norms which indicate the pupil's achievement within his own grade are the most satisfactory for



A Poster for the Liturgical Bulletin Board in November. Designed by Sister M. Mynetta, S.S.N.D., St. Mary's High School, Burlington, Wis. The peacock, a symbol of immortality, and the lines on and beneath the green Chi-Rho are cut from wine velourtex. The quotation is cut from black velourtex.

the evaluation of achievement tests. She says percentile-within-grade norms are being increasingly employed for that purpose. The individual's percentile rank is determined in reference to a normative sample of *his own grade*. Nearly all good test publishers furnish these percentile norms as well as the grade equivalent norms which, though popular, are of questionable merit.

A simple example will suffice to show the superiority of the percentile norm over the grade equivalent norm. If in the history section of the achievement battery, mentioned above, a pupil of grade 5.2 level receives a standard score 209, his grade equivalent is 7.5, which makes him appear to be accelerated more than two years. However, if we refer to his percentile rank for *his grade* we find it to be the 85 percentile. This, we grant, is a good relative rank, but when we realize that 15 per cent of the normalizing group of his own grade rated above him, we are not so apt to misinterpret his achievement as being two years accelerated. Actually, he is an above average achiever in his own group, superior, but not very superior.

Interpretation for Parents

Though the majority of people are now familiar with percentile ranks, if anyone hesitates to use these ranks because he fears parents will interpret them as percentage grades, then, we suggest that he translate the percentile rank into common fractions. If a child has a percentile rank of 75, report to the parents that he is in

the upper fourth of his class; if it is 80 then say he is in the upper fifth. Use similar expressions for those below the median; report a child as being in the lowest tenth, lowest fourth, etc., for his grade. Any intelligent parent can understand and, what is more, accept this description of his child's standing more readily than he can

accept having his child rated as two or three grades below his own class level.

Test scores are valuable only insofar as they are interpreted correctly. All teachers should feel it a professional duty to acquire at least an elementary knowledge of statistics as applied to test interpretation. We recommend that all teachers read Doctor Helen Walker's excellent article entitled "Statistics, Sense and Nonsense," page 18, *Teachers College Record*, November, 1954. For those who have not had a course in measurements, it will be encouraging, so encouraging, we hope, that they will enroll for such a course. Doctor Walker maintains that no one has a "congenital allergy" for things mathematical. An elementary course in statistics or measurements is perhaps the best way to convince oneself that he is not a "mathematical moron" and to rid oneself of an imaginary allergy for statistics.

Those, who have a thorough or even moderate foundation in statistics, will find Doctor Walker's article stimulating, so stimulating, perhaps, that they will answer her challenge to pioneer in the work of introducing the study of statistics in the high school curriculum. She thinks it is within the range of the high school student and should be given at that level since a knowledge of statistics is essential for all in our modern civilization so shot through with statistical concepts.

BOOK WEEK

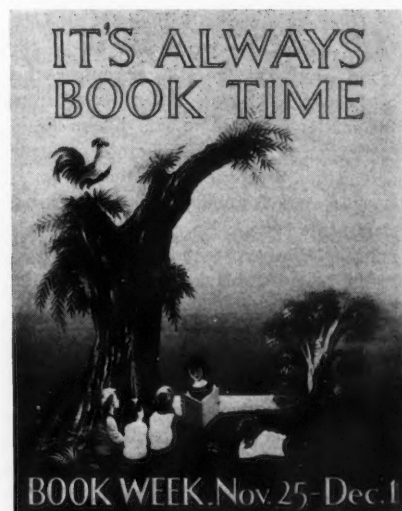
Nov. 25-Dec. 1

Book Week, sponsored by Children's Book Council, will be observed, this year, Nov. 25-Dec. 1.

While Catholic schools will observe Catholic Book Week in February as a feature of Catholic Press Month, many Catholic schools take advantage of book week in November to arrange a general display of good books for children both Catholic and secular.

A book fair or exhibit of books suitable for children of all ages is a common activity for Book Week. Such a display gives parents an opportunity to select books for Christmas gifts to their children and for the school library to add new titles to its collection.

You will find in this issue of the CATHOLIC SCHOOL JOURNAL a reproduction of the 1956 poster for Book Week with the title "It's Always Book Time." This poster by Leonard Weisgard, a well-known illustrator of children's books, printed in six colors, 17 by 22 inches, may be obtained



for 35 cents from Children's Book Council, 50 West 53rd St., New York 19, N. Y. If you order one of these posters, ask the Council to send you a copy of its *Manual for Book Week*. The *Manual* contains a list of publications, records, films, scripts, etc., available.

We Must Teach Apologetics

Due to conditions of our times, youth today are confronted, more than ever before, with an onslaught of questions concerning their religious beliefs. Many of the questions asked them are from well-meaning acquaintances who are eager to know more about the Catholic religion, while others are purely anti-Catholic in their approach. In either case, it is necessary that boys and girls in our Catholic high schools have some kind of preparatory course to enable them the better to explain their religion and to do so in a manner comprehensive to the average non-Catholic. This course could be incorporated into the regular class, but in order to prove profitable, it should be given a definite period of time.

It is true that most religion courses touch upon these issues, but the length of time devoted to them is not long enough to give students a firm grasp of the material. Six or nine weeks of concentration on questions and answers in the junior or senior religion class should suffice, preferably in the junior class, because students of that age are just beginning to take on part time work that brings them into contact with the public. Most of the questions asked by those not of the Catholic Faith are routine; so it is possible to master many of the answers, and every person going out of a Catholic school is going to be asked these questions time and time again.

This is a need of major importance and of vital necessity. Its neglect may mean the loss of many possible converts and the admission of defeat by students when they are called upon to explain their convictions. Regular courses in religion are basically adequate to handle these questions, but a scheduled time to concentrate on them alone would prepare students to give understandable explanations and thus to become real missionaries.

Some Examples

Two boys from the junior class approached me after school one day and asked how they could explain the Blessed Trinity to non-Catholics. One said, "A woman at the store where I work said that we Catholics are like pagans worshipping three gods. I told her that we believe in only one God, but that there are three Divine Persons in one God, and I even

Sister M. Ruberta, C.S.C.

Bishop Noll High School
Hammond, Ind.

used the shamrock to illustrate my point, but I could not get it across, because I could not think of any other way to explain it."

Another boy remarked that he was asked how sins can be forgiven by a priest, a mere human who himself is a sinner. And then there were other questions about the strictness of our moral code.

My first response was, "Surely you can answer such questions as these, after attending a Catholic school for eleven years?"

The simple, straightforward reply was: "We should be prepared to answer them, but the fact is, that we are not. Probably we could answer some of them after a little research, but not right off the bat."

After further discussion with these boys and other students, I came to a greater realization of the difficulties facing youth when they are outside the environment of the Catholic school.

My first move was to find something by way of question and answer that would be helpful to them. In looking over the list of pamphlets offered by the Catholic Information Society, New York, N. Y., the one entitled, *A Catholic's Ready Reply* appealed to me. I asked a few of the students if they wished me to order copies for them. To my surprise, not a few, but at least fifty students wanted them. This alerted me to the fact that there must be a definite need that we are overlooking in our religion courses, and it prompted me to formulate a brief questionnaire that I presented to 110 juniors and seniors. The results of this survey are as follows: Those who think that they would profit by an inquiry class, because their religion classes do not cover such questions adequately—80. Those who think that their religion classes offer all necessary preparation—30. It was interesting to note that those who thought their classes adequate were, for the most part, students with lower I.Q's. In the following findings, the students' answers reveal astounding facts:

Students Request Help

"Four years of high school religion does not cover the necessary area for meeting questions about our religion. Our classes are mainly concerned with equipping us as Catholics to live our Faith, but they do not give enough information to defend our Faith in a society where one comes in contact to a large extent with non-Catholics."

"I do not think my religion courses have been sufficient. We have not been taught how to calmly and intelligently answer cutting remarks and questions that seem silly to us. We can prove there is a God, but how many non-Catholics are atheists."

"I feel that the present senior religion course in apologetics is a fine preparation just as it stands. At least, in my particular experience it has been very helpful in providing answers to most of the questions frequently asked about the Church. Yet, the regular class cannot cover everything. A six week question and answer forum such as the Young Christian Students' Movement would be even more helpful."

"The religion course I am taking now is sufficient in that it instructs Catholics in the kind of life to lead, but I think something more could be added to equip us to help non-Catholics realize what we have."

"My religion course is the best a high school student can receive but it is not sufficient. Definitely more time should be given to questions that many of us are not equipped to answer."

"I do not feel that my religion classes have been sufficient to prepare me to answer questions. My personal experience with non-Catholics has proved to me that I know enough of my religion to satisfy myself, but I cannot explain it to get it across to others."

"My apologetics course is excellent, but I think more time should be given to enable us to answer questions non-Catholics ask. At the same time, this would strengthen our own personal beliefs, because some things that were formerly based on faith alone can be shown to have a logical basis."

"I think that if we had a special question and answer course in high school we probably would have more converts. Many times there are questions you want to ask

the teacher, but the topic is out of order, so you hesitate to do so. If there were a time set aside for that it would be nice."

"There should be a course in which you prepare yourself for a defense of your religion against Protestant or anti-Catholic accusations."

"I don't think there should be a special question and answer course for high school students. If we pay attention in our religion classes now, we won't be in doubt when a non-Catholic asks a question concerning our religion. If we do have a special course, those who never listen in religion class now wouldn't listen in this course either. I think it might prove to be an interesting class, but regular religion classes teach us enough."

"No, I think such a course would be a waste of time. If a person cannot answer a question concerning his religion, he should have the intelligence to look it up."

"There should be a course in all our Catholic high schools, limited to juniors

and seniors, in which the basic and obvious articles of the Church, which non-Catholics are inclined to question are discussed, and we need to be trained to answer these questions in terminology a non-Catholic can understand."

"I think if our Catholic high schools offered a course centered around the problems and questions of individual students, the program would go over well. As it is, the religion courses scarcely rub the surface of such problems."

We Need a Special Course

These opinions that I have quoted at length are from the general run of answers that the students gave to the questions: "Do you think that your religion courses are adequate to equip you to answer questions non-Catholics ask concerning your religion?" "Do you think a special course is needed?"

The survey covered students, juniors and

seniors, taught by both priests and Sisters, teachers highly qualified to handle the subject matter; yet it is evident that the students feel the need of an additional program.

Here is an apostolate well worth the consideration of every teacher of religion, and of every administrator in Catholic high schools. I am convinced that an inquiry class incorporated into the regular religion class at a time set aside for that purpose should be a *must* in every Catholic high school. I cannot understand why our Catholic schools have not taken up this matter in a big way long before this, because there has been a need for such preparation of our Catholic youth for a long time.

Most teachers will say that they are doing this in their regular religion classes, and have been doing this for years; but have they been doing enough of the question and answer work is the point I wish to emphasize? The time is *now*! The need is vital.

The Teaching Value of Scientific Movies

Much has been made of the need for more American scientists in future years. Scientific movies can play a strong part in their training. Helping in the development of future chemists, physicists, and engineers, however, is but one teaching value of such films. Basic scientific knowledge and the ability to understand and use that knowledge are essential.

The idea can be advanced that concern for the nation's scientist supply should not enter into the thinking of any teacher on the elementary level. Great use of such interest—use without study directed toward definite learning goals—can destroy the teaching value of movies in science or any subject. A consciousness of a subject can be created through movies alone but neither knowledge nor ability—the first prerequisites for both the professional scientist and the average citizen—will be advanced without study.

They Were Interested

On two occasions I have used a particular movie on chemistry with great success on the upper grade level. Essentially, it was a story of developments in the field since World War I. Such a film can add to a science course even though its material may be outside the scope of the

Cropley Andrew Phillips

Waukegan, Ill.

regular textbook. The day after the film was used I required each of my pupils to write a paragraph (50 to 100 words in length) on a topic relative to what they had seen. They were given their choice of 15 such subjects, a whole period to work on the papers and were expected to write without notes.

I graded all papers written by the pupils on a scale which allowed 30 points for the scientific information gained from watching the movie, 30 points for the organization of this information, and 40 points for scientific understanding as it was shown in the paragraph. The scores revealed that the pupils had watched the film closely, given much thought to its content, and done a good job of putting their thoughts into organized written form.

The topics were practical chemical problems treated in the film. A knowledge and understanding of such problems can increase the pupil's grasp of the contributions which chemistry has made to American life.

Follow the Textbook

I have written in previous articles published in the CATHOLIC SCHOOL JOURNAL about the importance of textbooks and I do not wish to backtrack in any way from my belief in their importance. They must be considered in the use of scientific movies even though it is difficult at times to correlate the material which they cover with the content of the films.

Many films are too difficult for slow students to follow. Their content is far outside the scope of the course. Another difficulty is that of getting desired films at the right time. There are ways of guarding against this without sacrificing the textbook.

Perhaps Two Courses

The full meaning of the concept of individual differences should be kept in mind when seeking particular films for particular grade levels. The pupils writing the papers on chemistry were in the junior high school and I can offer a policy developed while working with them which should be of aid in coping with this problem. A science class can be considered as two classes in one. Work with movies and other visual aids should be the core of one such class; the regular textbook work

should be the other. If the material and procedures covered and used in connection with the visual aids are organized and coherent, the idea of two classes in one can be explained to boys and girls without confusion. The organization and coherence, of course, must be true of the textbook work. This policy should be followed only if there is difficulty in getting needed films from distributing companies or if the school does not have an adequate film library. And such a dual course will not be successful if the ability of the class is not high. A class of high ability or one which has a dominant attitude of willingness-to-work can profit greatly from it.

Supplementary Films

If movies are used to supplement a science text directly in the intermediate or upper grades, they should be short, unless they are shown during the latter part of the year. There are science films of value which take only ten or twelve minutes to show. A film on the reasons for studying science is of great value at the start of the year as it reinforces the textbook.

If a science class does not possess sufficient ability to watch a film and to put its observations effectively into writing, the film's content can be studied through the use of the question. Being able to ask good questions is a part of scientific ability and a means of obtaining scientific knowledge.

Common-sense concern for eyesight should prevent any teacher from allowing his pupils to take notes by only the light reflected from a screen. Requiring pupils, however, to be able to ask questions of each other after a film has been shown is an effective means of developing abilities and increasing knowledge. I have had a great deal of success working with slower pupils in this manner and suggest the method as one useable in connection with films.

The slow pupil will feel encouraged in efforts to learn if given such a chance to check on impressions gained from a film. The questions can be asked of the teacher or of other members in the class during a question-asking period. The teacher should provide help in the form of bits of information given to such pupils. These bits must be taken from the film and be directly related to the questions asked.

The following is a summation of the points presented in this article as important in considering the teaching value of scientific movies.

1. Scientific movies can help in beginning the training of the professional scientist and in giving knowledge and developing ability needed by the average American citizen.

2. Purposeless use of immature pupil interest can destroy the teaching value of scientific movies.

3. The use of scientific movies without accompanying study will create only a consciousness of science.

4. Measurement of work done with such movies should rate knowledge gained, organization of such knowledge, and understanding shown.

5. A science class can be considered as

two classes in one in that work with movies and other visual aids is the core of one such class and the regular textbook work the other.

6. Such a policy should be followed only if class ability is high or if there is difficulty in securing needed films at required times.

7. Slow pupils can profit from asking questions of each other about a film which they have seen.

The Home Economics Teacher Can Educate for Maturity

Sister M. Jeanne, O.S.F.

St. Francis Convent

Joliet, Ill.

This year a college student wrote: "He was an old man with white hair and wrinkled skin, but his mind was young and quick, his laugh was loud and strong, and his tongue was pure solid gold."

"He was an *old* man." The word falls harshly on our ears, because old is too often considered as something beyond use, something to discard, something whose function has dwindled. Really to be old is to be venerable, to be vested with a special mark of dignity attached to a life well lived; and teachers of homemaking need to teach both loving respect for those who are now "old" and proper attitudes toward the increasing life span which better planned nutrition and medical care have, under God's providence, placed in store for the students themselves.

An Age for Usefulness

Teachers should, I think, employ as many avenues of communication as possible to instruct the young and the middleaged (the people in evening classes who come increasingly for education) that growing old means approaching a period in life to be anticipated. It is the stage of obtaining dignity, of commanding respect.

When we wish to solve a problem in medical research we go back to the best pioneers in the field of medicine. We lean on their judgments. We quote what they said. We parallel the old with the new and combine thoughts and ideas wherever profitable. From the pioneers' experiences we leap onward to progress. In literature, art, music, history, and education, we first travel the beaten paths of the

old masters and stop at their doorways. Then refreshed and invigorated we turn away to start our own pathways and build our own doorways that future pupils may learn something from us. We admire old silverware and cherish precious china which has been in the family for years. These examples suggest, of course, something that holds true for old people.

Nature, of course, respects all the seasons of the year. In nature, the rain seeps through the soil in autumn and new and appropriate seeds shoot up. Actually, it would seem, old age for man, too, should be a time to do beautiful productive work; to enter civic life with ripened judgment; to create designs in wood, plastic, or metal; to use sound family psychology on baby-sitting, discussions at PTA's, playground supervision in the neighborhood. It is a time to read, to think.

Best of all, this time is the chance for extra spiritual living. It is a time to offer assistance to the pastor with the teaching of catechism to extra classes. It is a time to give oneself for the bettering of others.

Age Can Contribute Ideals

The children we teach live in the world of now. But showing them both the dignity and opportunity of age is offering them an ideal. For they are groping for ideals in a today charged with radioactive sparks of insecurity and uncertainty toward a future that has been labeled with atom bombs, creatures from other-planet-living, and rumors of war.

The test of a nation's culture, someone has said, is in its attitude toward growing old. Through beautiful stories either told or read, through discussions in the home-economics class itself, through assignments involving observation and reflection, the teacher of the homemaking class can contribute wisdom to the child and to the nation.

CATHOLIC SCHOOL JOURNAL

Editor

EDWARD A. FITZPATRICK, Ph.D., LL.D.

Advisory Committee

BROTHER AZARIAS, F.S.C., La Salle College, Philadelphia, Pa.

MRS. GERALD B. BENNETT, President, National Council of Catholic Women, Grand Rapids, Mich.

FRANCIS M. CROWLEY, Ph.D., Professor of Education and Dean Emeritus, School of Education, Fordham University, New York, N. Y.

REV. GEORGE A. DEGLMAN, S.J., Creighton University, Omaha 31, Nebr.

REV. ALLAN P. FARRELL, S.J., University of Detroit, Detroit, Mich.

BROTHER DENIS EDWARD, F.S.C., Ph.D., LL.D., The Provincialate, Elkins Park, Pa.

RT. REV. MSGR. EDMUND J. GOEBEL, Ph.D., Superintendent of Schools, Archdiocese of Milwaukee, Milwaukee, Wis.

RT. REV. MSGR. FREDERICK G. HOCHWALT, Ph.D., LL.D., Director, Department of Education, National Catholic Welfare Conference, Washington, D. C.

BROTHER EUGENE PAULIN, S.M., Ph.D., St. Louis College, Honolulu 16, T. H.

RT. REV. MSGR. CARL J. RYAN, Ph.D., Superintendent of Schools, Archdiocese of Cincinnati, Cincinnati, Ohio

RT. REV. MSGR. FRANK M. SCHNEIDER, S.T.D., Rector, St. Francis Seminary, Milwaukee, Wis.

JOHN P. TREACY, Ph.D., Director, Dept. of Education, Marquette University, Milwaukee, Wis.

RT. REV. MSGR. J. M. WOLFE, S.T.D., Ph.D., Former Superintendent of Diocesan Schools, Dubuque, Iowa

ARCHBISHOP EDWIN V. O'HARA

Archbishop O'Hara died on his way to Assisi to participate in a Congress of Pastoral Liturgy. He was 75 years old, and had been for 50 years, priest and bishop. He was ordained on June 10, 1905, for the Archdiocese of Portland, Oregon.

We began to hear from him in the eastern part of the United States in the early decades of the century as a remarkable young priest who was doing so much in rural Oregon. He was vigorously calling attention to the fact that the Church was largely an urban church and the rural population, the source of much of the urban population, was being neglected. His apostolic work was recognized by Rome and he was made bishop of Great Falls, Montana, in 1930, and nine years later was made bishop of Kansas City, Missouri, and was given the personal title of Archbishop in 1954.

In Oregon he was actively interested in social legislation, especially in the minimum wage law, and maintained this active social interest during his future career. This social interest was early recognized when he was made director of the family life bureau of the NCWC during his priesthood; and as a bishop he was the episcopal chairman of the social action department of the NCWC.

Besides his very great services in building up the school system, including high schools, of his Kansas City diocese, his most active interest in recent years has been in the Confraternity of Christian Doctrine. His leadership of the Confraternity was energetic, and expanded greatly the scope of its work, particularly in vacation schools. The Confraternity was made by him the instrument of a new translation of the New Testament, and a revision of the Baltimore Catechism.

For this "good and faithful servant" we wish in its fullness the rewards promised by Christ, to enter into the joys of the Lord.

May his soul rest in peace. — E. A. F.

GETTING OUT THE VOTE AND CITIZENSHIP

THE INDIVIDUAL VOTE MAY BE VERY IMPORTANT

On the radio this morning an announcement was made that in one of the Congressional elections in Maine, with one hundred thousand votes cast, there was a difference of only 90 votes between the candidates. That should make those who say it is only one vote — and why take the time to go to the polls — pause and think. In the United States Senate during the 84th Congress the election of one Senator made the difference in the organization of the Senate, the selection of all Committee chairmen, and a strategic advantage in directing legislation.

THE NEED FOR THE INFORMED VOTER — NOT MERE NUMBERS

However there is another aspect of the problem which needs to be stressed in these days of "getting out the vote." The great desideratum seems to be to get as many to vote as possible. President Eisenhower has said he would rather have a man vote than not vote, even if he were to vote against him. Of course the fact is appalling that millions of voters stay at home. But it seems to us that the vote should be an expression of informed opinion,

and it would be better if the uninformed or the ignorant did not vote. The important problem it seems to us is a better method of informing the public on the issues of the campaign. One must record the judgment that, as an educational instrument on issues, the national conventions were only confusing. Their processes did not inspire that profound respect for democratic processes about which we talk so much in what is called citizenship training.

DO WE VOTE OUR SELFISHNESS?

There is an even larger aspect of the problem, going to the very heart of actual human nature that merits consideration. It is the voting of our selfishness. The great question does not seem to be how will the election of this or that person help the nation, make for a higher quality of human life, and for spiritual growth. It does seem to be how will we profit by such a vote, what economic gains or handouts will we get — in short, what is there in it for us? In its broader phase, this is the significance of the labor vote, the farm vote, the Negro vote. While attempts are made to mobilize such votes, they do not seem to have much success up to now. — E. A. F.

TEACHER AND TEXTBOOK

An old report on undergraduate education by a group of Dartmouth seniors points out a number of truths forgotten in that day and neglected today. One of them relates to textbook teaching:

"Under this new method, the function of the teacher as a presenter of information will be reduced to a minimum. For books, as well as professors, can give us facts. It is a peculiar and difficult function of the teacher to relate these facts to our lives, to stimulate our interest in learning, to widen our intellectual horizon, and by his own example, inspire us to love learning."

Unfortunately, a great deal of teaching incapacity is hidden by the excellence of many of our textbooks. Teachers who could not possibly organize material are able in our processes of mass education to go before classes and conduct recitations of the text, and test the "regurgitation" at examination time.

Textbooks must necessarily be only the raw material of instruction. The student himself must rethink the material, reorganize it, and direct it to the ends of his life after the primary understanding of what it is. The teacher's job is to help him. — E. A. F.

The Making of Textbooks

Making Catholic Textbooks Today

Interesting questions have been raised recently about textbooks. What remains for Catholic education, we are told, in order to complete and effectuate its work of producing genuine Catholic thinkers, is to produce good Catholic textbooks. There have been, these many years, textbook publishers devoted exclusively to the making of Catholic textbooks, and there have been strong Catholic textbook departments among the major publishers. They have been strong on the selling and distribution side and they have followed the usual patterns that have made the excellent textbooks in the public school field. One of the strongest and amazing organizations is that of Scott Foresman, producing readers for Catholic and public schools. Its staff, larger than that of any university and competent even for membership on faculties of schools of education, is a year-round organization continually working on the problem. This firm has, too, an excellent staff of effective teachers who demonstrate and help classroom teachers.

There are many good textbooks in the Catholic field, as there are at present time many poor ones. Good ones in one field only, where the teachers are competent and the students work, are illustrated by Connolly's *Casebook in Rhetoric* and Hamm's *Pattern of Criticism*, and several surveys of English literature.

The men who visit the schools, from all the companies publishing Catholic textbooks, are men who have become extremely well informed in the field. They have been particularly helpful in informing teachers regarding the problems of textbooks and, at the annual convention, have been helpful in permitting many to examine new books. They have done an excellent service, but it undoubtedly can be improved.

The Perfect Textbook

One of the difficulties in the field is the lack of basic scientific knowledge or experimentation as to textbooks. There is little possibility of standardization in anything except the general content; but, at any time, there may be change — changes in methods of teachers, and

**Edward A. Fitzpatrick,
Ph.D.**

changes in the character of the particular school population in a city or in a school. It is not possible to achieve the Perfect Textbook, and hence the great value of the competition of various publishing houses, ever seeking new ideas or arrangements to improve what we have. There is no panacea, there is no magic, in the making of textbooks.

Need for Basic Research

There is an important phase of textbook publishing which would seem to require co-operation of universities and the publishing houses. It appears strange, with so many institutions called Graduate Schools and Schools of Education, that more has not been done in Catholic higher institutions of learning for the improvement of textbooks. The Scott Foresman organization for teaching reading is possible only because of the total volume of business and the proportion of it they have been able to secure. Most of the other fields of study, even in the elementary schools and much more in the high schools, should have the benefit of noncommercial university work or its equivalent as its foundation.

Making a Series of Catechetical Textbooks

The field of Catholic education most in need of an organized program is the teaching of religion, particularly in the elementary school. The catechism has been the most familiar and most popular Catholic textbook. A great factor in its persistent popularity was its "cheapness." It was so inexpensive that no substitute for, or supplement to, it could possibly be prepared at anywhere near the price. Without any plan to publish textbooks, as dean of the Graduate School at Marquette University and Professor of Education, I had come to the conclusion in 1936 that teaching religion exclusively by means of the catechism was a radically poor method. We gave courses in methods of teaching religion in elementary school and ultimately published a professional text-

book with Father Paul Tanner. In these courses we found teachers who themselves could repeat the words of the catechism but had no conception of the real meaning. We set up an Institute of Catechetical Instruction with five Jesuits on the board of the Institute and the Dean as the executive. We accumulated a special library on catechetical instruction. An archdiocesan superintendent of schools wanted a curriculum. With the help of a group of teachers from each of the grades, we prepared one, submitted it to the superintendent, and published it in order to receive suggestions for improvement. We were told that "the nuns" could not teach that curriculum. Our response was that with good textbooks they could do a very much better job than was being done. So a good teacher—who has since become a leader of her Order and head of its only college—undertook the job of preparing the first book in a first grade classroom in a parish school. This was followed by the preparation of books for all the elementary grades.¹

Ornamentation by Prestige Names

One aspect of our problem was worth noting. The members of the board of the Catechetical Institute were large prestige names as Jesuits. They had a nominal administrative function and, of course, those who select textbooks should not be deceived by prestige names that have nothing to do with the actual making of Textbooks, and fortunately so, for they can render no real help. But in developing this series of textbooks, to which we gave the name *Highway to Heaven* series, we had some very real assistance. In connection with the early books we had the assistance of that amazing and fine priest, Father Cornelius A. Shyne, S.J., who, many years before, had initiated children's retreats. On the text of the Mass, we had the help of Father Gerald Ellard, S.J., then of St. Louis University. The doctrinal book for the upper grades was based on the *Roman Catechism*, and we had the benefit of the very careful examination of that exacting theologian, Father Robert Johnston, S.J. We had

¹Cf. Centre Documentaire Catéchétique. Où en est l'enseignement religieux, pp. 298, 299, 323.

an answer book for the questions proposed for the doctrinal book, the *Highway to God*, prepared under the direction of the professor of catechetics and now rector of the St. Paul Seminary, Very Rev. Dr. Rudolph G. Bandas.

Dedication and Sacrifice Required

The suggested co-operation between universities and publishing houses is based on the experience just described. No publishing house on its own could afford to pay for the amount and quality of work that went into these books and produce books that could be sold at a price sufficiently low for schools. Universities, ordinarily, particularly Catholic universities, could not afford to publish the curriculum with its prospect of limited sales, but a publisher stepped in and published it for the cause. If the preparation of textbooks were merely a commercial business, especially in the Catholic field, the quality would be poor indeed at the present prices of text-

books. There must be dedication and sacrifice at all stages, if there is to be quality; and the school authorities should support quality. For example, to maintain that it was enough to pay five or ten cents for the catechism when you were paying many times that amount for other textbooks hardly was evidence of a sense of values. To use a book in "our" schools because a member of our Order prepared it is not expressing an attitude worthy of the profession or the teaching Order. The participation of diocesan superintendents of schools in the preparation of textbooks should be in the same spirit as is the participation of city superintendents of public schools, in many cities. City superintendents, in these cases, receive no royalties from the sale of the books in their cities. Publishers should publish all books on the basis of quality and not as a means of securing the good will of persons who help choose textbooks.

A Plea for the Kindergarten

The doors of our Catholic school kindergartens are closing. Too few Sisters to staff them and not enough lay teachers to hire, is the explanation. What is to become of the five-year-olds thus refused admission to the parochial school? Are they to wait another year and face the difficult task of combining an orientation to formal schoolwork with the work itself? Let it speak for itself.

Why the Kindergarten

First-grade teachers, themselves, most frequently advocate kindergarten training for the five-year-old. The change from home to first grade is too abrupt, these teachers tell us. Kindergarten, they say, is a necessary transitional period, a stepping-stone to the learning of drill subjects.

After a year in kindergarten, the child is accustomed to his surroundings. He is familiar with the school routine. He has behind him a year spent learning to learn. He is ready to be taught to read, to add and to subtract, and to further develop his communication skills.

Backward 100 Years

Kindergartens have become an integral part of our nation's educational system. To close their doors is a 100-year step backward, for 1955 marks the 100th anniversary

Sister M. Jeanette, C.H.M.

Ottumwa Heights College

Ottumwa, Iowa

of the first kindergarten in the United States. Mrs. Carl Schurz, a pupil of Friedrich Froebel, founder of the kindergarten movement in Germany, opened the country's first kindergarten at Watertown, Wis., in 1855. Mrs. Schurz enrolled the children of German immigrants, and hers was a German-speaking school. The idea spread, and in 1873 the nation's first public school kindergarten was opened in St. Louis.

Now teacher shortage threatens the kindergarten which is important to every child because it offers experiences children cannot possibly get at home. There are experiences in social living, creative activities, language growth, and training in specific skills in auditory and visual discrimination. With group discussions the child's vocabulary increases. The stories he is told (and which he retells) are an invaluable pre-reading experience. The opportunities provided for group play and for creative ventures teach the child to get along with others, to co-operate, and to share.

Purposive Play

The objection is raised, "kindergartens are only playrooms." Yes, but it is play with a purpose. Every hour of the kindergarten session is planned. Every game, story, and activity has a cumulative effect on the child's readiness for formal education. There are opportunities to talk, to create, and to construct. Make-believe games are encouraged. Workbenches, equipped with hammers, saws, and other real tools are provided. The free play of kindergarten is a rich, creative purposeful activity. And boys and girls of kindergarten age want purpose in their play.

The typical kindergarten of today follows Froebel's plan of a child garden—a bright, happy, sunny place where young children can play and sing and dance, as they grow physically, mentally, emotionally, and spiritually. In this kindergarten the child's environmental atmosphere is broadened. He meets citizens of his kind. In this miniature world he participates for the first time in community living. He accepts the responsibilities given him. (Perhaps he feeds the fish or waters the growing plants). He learns to give to others their social rights and learns to accept what others have to give. Self-control is learned while listening, while taking turns. Individual plans are adjusted to group plans.

And so the child becomes adjusted to school life. Under the guidance of a teacher trained to look beyond the actual situation, to plan and fit experiences together, keeping future school experiences in mind,² he matures.

Spiritual Advantage

And as he matures, religion, which is the keystone of the Catholic kindergarten, means more and more to him. Through talks, discussions, picture studies, and stories, concepts of Catholic dogma are gained. The God-Man and His Blessed Mother are most real to the five-year-old. What kindergarten teacher cannot tell of the saintliness of her charges? Of deep, meaningful religious experiences they narrate? God's friends, the saints and angels, are truly their friends. And these five-year-olds are surely God's children!

The kindergarten child, really quite intellectually mature, is curious and eager for facts. He is interested and enthusiastic. He is eager to follow directions, to be guided along educational paths. Is he to struggle through this age unassisted? Is he to be placed in the first grade without readiness training? If so, will he ever "catch up" through want of what has been denied him?

²Lowery, Joan, *Parents' Magazine*, Sept., 1949.

Dramatizations for November and December

The Hope and Joy of Advent

Combining Liturgy, Liturgical Art, and Music

CAST:

Petition, Response, Readers, Introductions, ten children for Prophecies (each holding a large letter of the word), seven children representing the Great O's (with respective symbols), and seven Stars of Hope (wearing a star as a crown), who give responses to the Great O's.

MARY — only figure in costume.

SUGGESTED:

The words, HOPE AND JOY OF ADVENT, in bold type, arched above the stage. To assure a full chorus for hymns, have class in tiers on stage at opening of curtain. Have the PROPHECIES conceal letters, and the GREAT O's conceal symbols until they speak. Have an illuminated star with rays directed toward center of stage where MARY is to stand.

TIME: 45 minutes.

PETITION:

Open ye the gates and let the just nation, that keepeth the truth, enter in. How long, O Lord, how long! Drop down dew, ye heavens, from above, and let the clouds rain down the Just One; let the earth be opened and bud forth a Saviour.

RESPONSES:

Yet a little while and God's indignation will cease — Lift up your voice — take courage — be converted and you will be saved; for behold, the Lord is your Father, you are but clay; He is your Maker, and you are the works of His hands. He will no longer be angry. He will no longer remember your iniquity; behold, you are His people.

HYMN: VENI DOMINE JESU (*St. Cecilia Hymnal*)

FIRST READER:

The Advent story of man and of each one of us began at the moment when the gates of Paradise were closed to two sorry figures clothed in animal skins. Through our First Parents man fell, but God did not abandon him; by reconciling mercy with justice, God promised a Redeemer immediately after his sin, to excite him to hope for pardon and to give him a means of salvation.

A lesson of God's infinite mercy is before our eyes once we know that God's promise has been made. We believe God in His promises; we trust God for help in making our victory secure; we love God

**Sister Marie St. John,
S.N.D.deN.**

St. Augustine School

Columbus 15, Ohio

for the greatness of His mercy to us. He spoke so tenderly and so often of a benefit in the centuries to come which kept the fires of human hope alive. Yet this people did not make its Advent well in spite of the unaccountable divine graces which it received, and its fate is a warning to every nation and to every man. *1

SECOND READER:

The season of Advent is a portrayal of man's misery and his need of penance, yet the liturgy is forever urging man to be glad for his deliverance is near. It aims to cheer the sinner because a Saviour will come. The great emphasis of Advent is on the sureness of man's rescue. The joy of Advent is audacious — for man cries out, "Save us, tarry not, hasten, stir up Thy power." Man's ultimate safety with God is assured to him if he will only serve. The meek will increase their joy in the Lord, the poor man will rejoice in the Holy One of Israel. Our Faith has shown us how the words of the old Prophecies are freighted with might of God Himself.

The Divine Guest comes not to linger and pass, but to make a home in our hearts. *

HYMN: *Alma Redemptoris Mater* — in English (*Pius X Hymnal*)

*Paragraphs followed by a star have been taken from *He Cometh*, by Rev. William J. McGarry, S.J., with permission of the publishers, The America Press.

INTRODUCTION TO THE PROPHECIES [*Prophecies come forward displaying large letters of the word*]:

God's promise of a Redeemer began in the Garden of Paradise when He cursed the serpent. He said, "I will put enmities between thee and the woman, and thy seed and her seed, and she shall crush thy head." From the time those words were uttered poor, fallen, helpless man ceased not to long for the coming of that Virgin who was to conceive and bring forth the Son who was to be called Emmanuel, God with us. *

P: To Abraham God said, "In thy seed shall all the nations of the earth be blessed."

R: To Jacob God said, "In thy seed shall all the tribes of the earth be blessed."

O: To Juda, Jacob prophesied, "The scepter shall not be taken from Juda, nor a Ruler from his thigh till He comes that is to be sent; and He shall be the Expectation of Nations."

P: Moses foretold to the people of Israel, "The Lord thy God will raise up to thee a Prophet of thy own nation and of thy brethren like unto me; Him shalt thou hear."

H: To David the Prophet Nathan said, "And when the days shall be fulfilled, I will raise up to thy seed after thee a Prophet — and I will establish His Kingdom. I will be to Him a Father, and He shall be to Me a Son."

E: Isaias foretold the miraculous virginity of the Mother of the Redeemer, "Behold a virgin shall conceive and bear a Son, and His Name shall be called Emmanuel."





The Advent Symbols.

C: Micheas foretold the Saviour's birthplace, "And thou Bethlehem, Ephrata, art a little one among the thousands of Juda; out of thee shall come forth unto Me Him who is the Ruler of Israel, and His going forth is from the beginning, from the days of eternity."

I: Isaias foretold the Messias' future greatness in these words: "A child is born to us, and a Son is given to us, and the government is on His shoulder, and His Name shall be called Wonderful, Counsellor, God the Mighty, the Father of the world to come, the Prince of Peace. His empire shall be multiplied and there shall be no end of peace."

E: Isaias foretold His descent: "He shall sit upon the throne of David and upon His Kingdom, to establish it and to strengthen it with judgment and with justice from henceforth and forever."

S: In joy Isaias exclaims: "In that day shall this canticle be sung in the land of Juda: Sion, the city of our strength, a Saviour, a Wall, a Bulwark shall be set therein. The old error is passed away, thou wilt keep peace, peace because we have hoped in Thee."

READER:

We will give thanks to You, O Lord, for You were angry with us; Your wrath is turned away, and now You will comfort us. Behold God is our Saviour, we will deal confidently and will not fear, because the Lord is our strength. He is our praise and our salvation. Give the reward, O Lord, to those who wait upon You, and may the Prophets be found to have been faithful. * HYMN: "Hark a Herald Voice Is Calling" (*Pius X Hymnal*).

INTRODUCTION TO THE GREAT O'S:

The great Antiphons sum up all the joy of the season, for they are filled out of every font of gladness which has been pouring through the Advent liturgy. They are a magnificent summation of all that has gone before.

1. O WISDOM

Who art come forth from the mouth of the Most High, teaching from end to end, strongly and sweetly disposing all things — Come teach us the way of prudence.

FIRST STAR OF HOPE:

Behold our Lord shall come with strength and shall enlighten the eyes of His servants. He shall come and all His saints with Him, and there shall be in that day a great Light.²

2. (O ADONAI AND RULER) OF O, OUR LORD AND OUR LEADER

of the House of Israel, who appeared to Moses in the burning bush, and gave to Him the Law of Sinai, come to redeem us with an outstretched arm.

SECOND STAR OF HOPE:

Behold the desired of all nations shall come and the House of the Lord shall be filled with glory. The crooked shall become straight and the rough ways plain, and He shall make the glory of His voice to be heard in the joy of your hearts.

3. O ROOT OF JESSE

Who stands for an Ensign of the people, before whom kings shall hold their peace, whom the Gentiles shall seek — Come deliver us, tarry not.

THIRD STAR OF HOPE:

Behold there shall come a Great Prophet, and it is He that shall build Jerusalem anew. He shall reign in justice and princes shall rule in judgment. Arise, O Jerusalem,

²The responses to the "Great O's" are Vesper Antiphons of Advent.

and behold the joy that comes to thee from thy God; for He said, "My delight is to be with the children of men."

4. O KEY OF DAVID

and scepter of the House of Israel, who opens and none closes, who closes and none opens, come and lead the prisoner from the prison and those that sit in darkness, and in the shadow of death.

FOURTH STAR OF HOPE:

The Lord will come and will not tarry, and will bring to light the hidden things of darkness, and will manifest Himself to all nations. Rejoice, then, O Jerusalem, with great joy, for He shall come unto you, a Saviour. Let us live justly and piously, looking for the blessed hope and the coming of the Lord.

5. O ORIENT

and brightness of everlasting Light, Sun of Justice, come to give light to them that sit in darkness, and in the shadow of death.

FIFTH STAR OF HOPE:

Say to the fainthearted: "Take courage, fear not, behold our God will come and will save us. Behold our redemption is nigh." Arise, O Jerusalem, and stand on high, and behold the joy that cometh to thee from thy God. The Lord is nigh to all that call upon Him in truth. Take courage and fear not, for behold our God will bring judgment; He will come and save us.

6. O KING OF THE GENTILES

their desired One, O Cornerstone that makes two one, come to save man whom Thou hast made of the dust of the earth.

SIXTH STAR OF HOPE:

The Lord shall come, go forth to meet Him, saying, "Great is His sovereignty, and of His Kingdom there shall be no end. He is God the Mighty, the Lord, the Prince of Peace. Blessed art Thou, the God of our Fathers; and worthy to be praised and glorified forever."

7. O EMMANUEL, OUR KING AND LAW-GIVER

longing of the Gentiles, and their Saviour; come to save us, O Lord, our God.

SEVENTH STAR OF HOPE:

Behold the Lord shall appear, and shall not lie; if He make delay, wait for Him, for He shall come and shall not tarry. Look to the East, O Jerusalem, and behold the joy that cometh to thee from God. Sing praise, and rejoice, for behold He comes, and will dwell in the midst of thee.

READER:

Rejoice greatly, shout for joy, O Jerusalem, behold thy King will come to thee, the Holy One and Saviour. The God of hope will fill you with all joy and peace in be-

lieving; that you may abound in hope, and the power of the Holy Spirit.

Behold a Virgin shall conceive and bear a Son and His Name shall be called Emmanuel. Lift up your heads for behold your redemption is at hand, for tomorrow the iniquity of the world shall be abolished.

Virgin of Israel, return to your village! How long in sadness will you wander away? You will bear God the Saviour, the new Sacrifice on earth; and then men shall walk again unto salvation.

HYMN: *O Come, O Come Emmanuel* (Pius X Hymnal)

READER:

Who is she that comes forth as the morning rising, fair as the moon, bright

as the sun, terrible as an army set in array? As the lily among thorns so is my beloved among the daughters of Adam.

MARY [comes from rear to center and stands between the symbols of the Great O's arched. Slowly and reverently]:

"My soul doth magnify the Lord; and my spirit hath rejoiced in God my Saviour; because He hath regarded the humility of His handmaid;

Behold from henceforth all generations shall call me blessed;

Because He that is mighty hath done great things to me; and Holy is His Name; And His mercy is from generation to generations, to them that fear Him.

He hath shown might in His arm; He hath

scattered the proud in the conceit of their hearts.

He hath put down the mighty from their seat, and hath exalted the humble.

He hath filled the hungry with good things; and the rich He hath sent empty away.

He hath received Israel His servant, being mindful of His mercy;

As He spoke to our fathers, to Abraham, and to his seed forever."

PROPHECIES [in unison]:

Thou art all fair, my Beloved, and there is not a spot in thee. Thou art the glory of Jerusalem, thou art the joy of Israel, thou art the honor of our people.

HYMN: "Like the Dawning of the Morning" (Pius X Hymnal).

Advent: Yesterday, Today, and Tomorrow



First Sunday of Advent.

In effect, St. Augustine has said that history is the memory of humanity and that in this memory, the one thing that matters is the birth of Jesus Christ in time. Because the sixth-grade pupils had become somewhat familiar with the significance of time through their study of the old world history, it seemed that Advent should be an appropriate season to strengthen this concept. Knowing that "nothing will be in the mind unless the senses bring it in," it seemed feasible to make the spirit of Advent "live" in our classroom.

The Fall of Adam

In the Old Testament prophecies it was evident that God had educated His people in a progressive fashion, as the revelations concerning the Messiah were gradual and successive. Therefore, in preparing for the

Sister M. Samuel, O.S.F.

St. Francis Xavier School

Dyersville, Iowa

First Sunday of Advent, we went right back to the Book of Genesis and studied the fall of man and the first promise of the Redeemer. In the accompanying picture, the dejected faces of "Adam and Eve" show that the players had caught the gravity of this historical event.



Our Advent Wreath.

The children found it pleasant to review religion in this manner so, during the following week, another committee volun-

teered to prepare a dramatization for the Second Sunday of Advent. In this portrayal, one child quoted a prophecy of Isaiah made seven hundred years before the time of Christ, while a cast including Christ, John the Baptist, two disciples, a blind man, deaf man, and a leper, assembled to show the fulfillment of the quoted prophecy: "God Himself will come and will save you. Then shall the eyes of the blind be opened, and the ears of the deaf be unstopped. Then shall the lame man leap as a hart, and the tongue of the dumb shall be free."

Here again, the reverence and the interest of the children were rewarding, so together we planned how to prepare for the Third Sunday. Since the Gospel for the day provided the script in the questioning of John the Baptist by the Jewish



Our Advent House.



Dramatization of the Annunciation. Fourth Sunday of Advent.



Illustration of the "O" Antiphons. Sixth Grade at St. Francis Xavier School.

priests and Levites, it was not difficult to develop this narrative into dramatization. Our "John the Baptist" made us well aware that he was the "voice of one crying in the wilderness" and that we were to "make straight the way of the Lord."

The Annunciation

As the Fourth Sunday brought us closer to the great Feast we were reminded of another prophecy of Isaias: "Behold, a Virgin shall conceive and bear a son and His name shall be called Emmanuel." To depict this, a simple enactment of the Annunciation was pantomimed while the class sang the hymn: "One day while Mary knelt in prayer, she saw an angel kneeling there. . . ." At the close of the hymn, "Mary" arose and went to her cousin "Elizabeth," represented by the girl pic-

¹⁰"The Annunciation," from *The Story of the Redemption for Children*, by Sister Joanne, S.N.D., and Rev. Frederick Abair. Gregorian Institute of America.

tured on the left. At this meeting we heard the greeting "Blessed art thou among women and blessed is the fruit of thy womb, Jesus." Very prayerfully and naturally, the class watching the dramatization, concluded with "Holy Mary, Mother of God, pray for us sinners, now and at the hour of our death, Amen."

The Advent Wreath

An important part of each week's ceremony was the use of the Advent wreath which symbolized our expectancy as the Light of the World came nearer.

The "O" Antiphons

The Advent theme was correlated in our art classes where the children designed posters of the "O Antiphons." These liturgical prayers, which were recited on their proper dates, were also featured through our Advent house. Behind the seven closed

doors we posted symbols of the "O Antiphons" for the dates of December 17-24. As each date approached the door was opened. Since the Christmas recess began before the project was completed, it was necessary to break the seal of the remaining doors on the last day. Behind the door marked December 25, the children were delighted to find a crib scene.

Throughout the entire season of Advent we reminded ourselves that Christ came in history on the first Christmas; that He is with us in mystery in the Mass and the Eucharist; and, finally, that He will someday come in glory. By constantly keeping before our minds the final advent of the Lord, of "the blessed hope and coming (Advent!) of the glory of the great God and our Saviour, Jesus Christ," we were able to realize a little better the full meaning of Advent and of the time sequence involved.

A Big Surprise for Thanksgiving

TIME: Day before Thanksgiving.

SETTING: At Grandfather's house. Grandmother is peeling apples and Grandfather is reading a newspaper. Nancy, Patty, John, and Frank are seated at a table cutting out pictures for a "Thank You" booklet. Another table is set for lunch. Clock is pointing to 11:00.

GRANDFATHER [*looking up from his paper*]: "It is about time for Ronald and Pamela to be here. I am going to meet them."

GRANDMOTHER: "Yes, be there to meet the bus."

CHILDREN: "Yes, Grandfather, please." [*Grandfather takes his hat and exits.*]

NANCY [*holding up her booklet*]: "How does this look, Grandmother?"

GRANDMOTHER: "Very nice, Nancy."

Sister M. Noella, C.S.J.

St. John's School

Beloit, Kans.

PATTY: "John, for how many things are you thanking God?"

JOHN [*counting his pictures*]: "1, 2, 3, 4, 5, 6."

NANCY: "I have two more than John. I have eight."

FRANK: "I see Grandfather coming. Ronald and Pamela are with him."

CHILDREN [*jumping up and clapping hands*]: "Goody, goody." [*They hide behind the table.*]

[*Grandfather, Ronald, and Pamela enter.*]

GRANDMOTHER: "Welcome, Pamela and Ronald. You are welcome to spend Thanksgiving Day with us."

PAMELA and RONALD: "Thank you, Grandmother."

CHILDREN [*jumping up from their hiding place*]: "Welcome, welcome."

PAMELA and RONALD: "Oh, everyone is here."

JOHN: "Yes, tomorrow is Thanksgiving and a big dinner."

GRANDMOTHER: "But first we must have dinner today. So pick up your things and come to lunch now."

CHILDREN: "Yes, Grandmother. We're coming."

[*Everyone takes his place at the table and says Grace Before Meals.*]

NANCY: "I see more things here for which to thank God."

JOHN: "God gave us everything. That's what I learned in my catechism."

GRANDMOTHER: "That is very true."

PATTY: "Pamela, we are making 'Thank You' booklets."

PAMELA: "Oh, I'd love to make one too."

GRANDFATHER: "You may all make one. And I have a big surprise for you outside."

ALL: "What is it, Grandfather?"

GRANDFATHER: "You will see. You will see."

RONALD [looking out of the window]: "I see. It's a turkey—a big, fat turkey."

GRANDFATHER: "Who would like to catch him?"

ALL: "I would! I would!"

GRANDFATHER: "As Ronald saw him first he may catch him if he can."

RONALD: "Thank you, Grandfather. Ex-

cuse me please." [Rises and goes out.]

GRANDMOTHER: "You children finish your booklets first and then would you like to help me?"

ALL: "Yes, Grandmother."

[Ronald bursts in, frightened.]

RONALD: "I tried to catch that old turkey, but he tried to catch me. He chased me all over the yard. I guess we can't eat him tomorrow."

Remember the Poor Souls

SETTING: If an auditorium is available, use red lights. Cut large tongue-shaped pieces of cardboard and color like flames with orange, yellow, red, and black chalk. Each child stands or kneels behind his flame, the head, shoulders, and arms visible, giving the effect of a body enveloped in flames.

CHARACTERS: Mother, Joan, Danny, Alice, Billy, Isabel, Jack, Julia, Andy, Jean, Shane, George, Ned, Patty, Mary, Mike, Hazel.

Scene I

MOTHER: Now, say your prayers and get into bed, children. We must get up earlier tomorrow, and go to Mass for the Poor Souls.

JOAN: Yes, Mother, and Sister says we can make as many visits as we wish after school. I hope I can send a lot of souls to heaven.

DANNY: I'll have to make mine at lunch time, 'cause we have football practice after school.

JOAN: Stingy! Mother, don't you think he could give up football practice for one day? All those Poor Souls are waiting for us to pray for them and God is waiting for them to come to heaven, too. He can play football any old time.

DANNY: Oh nuts! You can't expect me to empty out purgatory, and anyway, I got Grandpop out last year.

JOAN: O.K. But you'll be sorry.

[Children say night prayers—Sign of Cross, Act of Contrition, Angel of God. Curtain—Hymn, "Dear Angel."]

Scene II—Purgatory

ALICE: Do you know what day it is, Billy?

BILLY: Yes, it's All Souls' Day. Boy, do I ever wish I were a saint, but I just couldn't go near Jesus with these marks on my soul.

ISABEL: Wasn't He beautiful, Billy? And those angels!

JACK: Oh, why didn't we get rid of

these marks of temporal punishment while we were on earth?

JULIA: Well, I meant to pray more and to offer more sacrifices to Jesus, but that atom bomb came so fast, I didn't have a chance.

ANDY: Lucky we didn't have any mortal sins.

JEAN: And now we can't pray. We can't even pray that someone will make visits for us on All Souls' Day.

DANNY: Yes, and just think how I played football last year when I could have sent so many souls to heaven.

SHANE: Just look at them! Those men over there have been in ever since Columbus discovered America. They were on the ship with him.

GEORGE: Yes, and that big Indian over there is the one who killed the Jesuit Missionary, Father Isaac Jogues. He said he just barely made it here. An enemy Indian scalped him but he was sorry for his sins with a Perfect Act of Contrition, before he died.

NED: This surely is a big dungeon and so hot! If I could go back to earth I'd spend my whole life telling people to love God.

PATTY: Did you see how our Blessed Mother looked when we had to leave her?

MARY: I'm glad our souls are being cleaned for I'd never want her to see me like that again.

MIKE: Oh, if someone would only think to pray for us.

HAZEL: See Davy Crockett over there. He surely is glad he became a Catholic before he died. He said Blessed Mother comes here every Saturday to take those who died wearing the Scapular to heaven

Sister Francis Regis, S.S.J.

St. Canice School

Pittsburgh 10, Pa.

—but a day here is like a thousand years.

JOAN: Yes, and think of how lonely it must be after our Lady leaves.

GEORGE: It is nearly time, Joan, let's say a few prayers for our friends on earth.

DANNY: I sure hope the kids pay attention to Sister and make lots of visits.

JOAN: Listen!

Scene III

MOTHER: What's the matter with you, Danny? Stop shouting or you will waken everyone.

DANNY: Mother, He was just coming with our Blessed Mother to take us! Oh, Mother, I'll never forget the Poor Souls again. It was awful not seeing Jesus.

MOTHER: You must have had a terrible dream, dear.

DANNY: I did Mother, but it has taught me a lesson. Nothing will ever keep me from helping the Poor Souls to get to heaven on November 2, again.

Hymn to melody of "O Mary Conceived Without Sin":

Let's never forget the Poor Souls.

Pray for them, pray for them.

Let's never forget the Poor Souls.

Pray for them that they may go to God.

A CORRECTION

One of the leading articles in the September issue of the CATHOLIC SCHOOL JOURNAL was entitled "A Personnel Program for Laymen in the Catholic Schools." The authorship of this outstanding contribution was credited only to Rev. Ralph Schmit of Messmer High School, Milwaukee. Father Schmit intended to have us state that the article was the joint product of himself and Brother Frederick Weisbruch, S.M., principal of Don Bosco High School, Milwaukee, with both authors under the direction of Dr. Henry Horvat of Marquette University. We hope that the two authors and their director will pardon our mistake. — *The Editors*

A Little King's Birthday

CHARACTERS

(In order of appearance)

SCENE 1: Judy (a little girl); two Sign Bearers; Michael, the Archangel; group of Angels (including Angel No. 9, called Little Angel); an Old Lady, Shepherd Boy, Toy Lamb and Dog (two children who speak for animals from behind the curtain, to make appearance only at end of play); a little Lame Girl.

SCENE 2: The Christ Child; Our Lady; St. Joseph; Jesus' Little Friends (Joel, Simon, Matthew, Ruth, Sara, any number can be used); Judy's Mother.

COSTUMES

SCENE 1: Judy — Party dress; Angels — Long white robes and wings trimmed with tinsel. Crown or halo; Michael — Same as Angels, but trimmed more elaborately. Gold shield on chest. Carries a trumpet; Sign Bearers — Costumes similar to Angel's gown; Old Lady — Long skirt and sweater. Shawl over head. She carries a stick on which she leans; Shepherd Boy — Long, loose-sleeved robe. Bright-colored cloth used on head; Toy Lamb and Toy Dog — Hidden behind curtains; Children who imitate animals are dressed in best clothes; Lame Girl — Three-quarter length skirt, sweater, kerchief, or shawl for head. Carries a crutch.

SCENE 2: Christ Child — Long white tunic with red sash and red trimming at neck; Our Lady — Long white dress, blue veil, short blue apron of same color as veil; St. Joseph — Long brown robe, workshop apron of darker shade of brown; Friends of Jesus — Loose tunics of bright colors, belted in at waist with sash of contrasting color, or shade. Length: halfway down legs, no socks, ordinary shoes. Sleeves of robes are short, tunic being cut all in one piece. Elastic or ribbon running through neckline, if needed; Judy's Mother — House dress or blouse, and rather long skirt. She wears an apron and carries a dish towel.

SCENE 1

[Large rocking chair for Judy to use. Small table with lamp. Christmas tree at rear. Stage should be quite free of furniture to allow for Angels to group around. Judy enters and walks to center of stage. She carries a book, and is looking at it as she walks along.]

Sister M. Carmel, R.S.M.

Convent of Mercy

Manchester, N. H.

JUDY: What a pretty book this is! I just got it at my birthday party this afternoon. [Turns pages] It has so many beautiful pictures! I like this one best. [She walks over and sits down on chair.]

It was Christmas Day, and Little Jesus was seven years old. Mary and Joseph had a birthday party for Him. I wish I had lived in Nazareth a long, long time ago. I could have played with Jesus and gone to His parties, too. [Yawns] Oh! I'm so sleepy! I think I'll rest here until Mother calls me. [She curls up and falls asleep. Sign Bearers tiptoe in, one from each side, showing signs: DREAMLAND and HEAVEN. They bow, and tiptoe out.]

[Michael enters, stands at center of stage, and blows trumpet. Angels, with arms folded, run in on tiptoe (six from one side, five from the other). They form a half circle around Michael.]

ANGEL No. 1: What is it, Michael?

No. 2: Do you want us?

No. 3: Here we are!

MICHAEL: Yes, Little Angels. We must begin our flying practice at once. We are starting on a long journey tonight.

ANGEL No. 5: Oh! Michael! Where are we going?

MICHAEL: Down to earth, Little Angels! Down to earth! [Angels look disturbed and frightened.]

ANGEL No. 4: Do you mean we are going to leave heaven, Michael?

ANGEL No. 11: We don't want to leave heaven! It's too beautiful and happy here.

MICHAEL [smiles and looks around at all the Angels]: Don't worry, Little Angels. We are going only for a visit. Tomorrow, on Christmas Day, the Son of God, will be seven years old, and we are going to Nazareth for His birthday party. [Angels jump up and down, clapping their hands.]

MICHAEL [raises arms]: But we must hurry! [Angels stand still, arms folded, listening to Michael.] Let me see! Are you all here? [He walks to left of stage — calls out numbers. Angels answer "Here" or "Present."]

MICHAEL: 1-2-3-4-5-6-7-8-9 [No answer. At this point, No. 11 steps out, looks

around, and then turns to Michael, calling out "Absent."] 10-11-12. All here but one! Has anyone seen No. 9?

No. 7: I saw him a while ago.

No. 8: He was very busy gathering stardust.

No. 5: Stardust! For what?

No. 8: He's going to use it on his wings and on his halo.

No. 7: He said it would make him be the Sparklingest Angel you ever saw!

MICHAEL [very much annoyed, walks to the center of stage and faces audience]: Dear me! It's bad enough for people on earth to be late for things — without Angels doing it too! I'll just have to go and look for him! [Michael stalks out. Angels relax — hands at sides, and begin to talk with one another.]

No. 1: How happy I'll be to see the Christ Child on His birthday!

No. 5: What's a birthday, anyway?

No. 6: Oh, people on earth have one every year, so others folks will know how old they are.

No. 5 [puzzled]: But what's a birthday party?

No. 1: Oh, I know all about that! I peeked in at one once.

No. 12: So did I [speaks excitedly].

ALL: Tell us about it! Please do! [jump and clap].

No. 1 [very important manner]: Well, when a little boy has a birthday, all his friends come to visit. His mother makes a big cake [demonstrates with arms].

No. 10: A cake? What's that?

No. 8 [disgusted tone]: That's just something sweet that earth people eat.

No. 1: On the cake there are pretty lights. And the little boy blows [blows hard] to make the lights go out.

[All the Angels puff out cheeks and blow.]

No. 8 [claps hands — jumps up and down]: That must be fun! Maybe we can blow out the stars some night.

No. 1: Of course, not! Earth people need the stars. Besides, it's only candles on the cake, not starlights!

No. 5: Is that all a party is?

No. 12: Oh, no! The children eat up all the goodies. Then they play with the toys. They make lots of noise, like this — [points finger like a gun] "Bang Bang"; [at audience] "Bang Bang Bang" [at Angels — who run in all directions. They stoop down and hide faces].

No. 12: [Continues]: He makes a fire engine siren noise [Angels block ears. Sound of train whistle]. Then it's time to go home! [Angels tiptoe back, forming semicircle again.]

No. 4: Is that the end?

No. 1: Indeed not! You should see the house! And the Mother! What a headache she has [puts two hands on head at word 'headache'].

No. 6: What about the Father?

No. 1: Oh! He comes home from work—tired! Glad to get home! He opens the door—and when he sees the house! [All Angels put hand on head in horrified manner.]

No. 6: Does he get a headache, too?

No. 1: Oh, no! He gets a newspaper fast! But I'm sure I heard him say, "Thank God, birthdays happen only once a year!" [Michael hurries in. Angels fold hands and come to order.]

MICHAEL: I can't find No. 9. We'll just have to go without him. In your places now! [Michael walks to left. Angels form straight line.]

FLYING TONIGHT

Lift your wings, oh, Angels bright
Down to earth, we fly tonight.
We will greet our Saviour there
And we'll meet His Mother fair.

Fold your hands and bend your knee
Down on earth our God we'll see.
Arms across your heart to show
Love and faith will always glow.

[Repeat music of last two lines, while Angels circle stage, led by Michael, and leave, using both exits. As the Angels leave Little Angel comes running in from rear of hall.]

LITTLE ANGEL [as he runs down aisle, calls out]: Wait for me! Please wait! Michael! Little Angels! Wait for me! Please do! [He reaches stage, turns and faces audience] Oh, dear! [He continues] I'll never catch up now! I only just heard about the trip to earth. I love the little Christ Child, and I want to go to His parties, too! Perhaps if I'm very careful, I'll find the way.

[Repeat music of "Flying Tonight"—Angel circles stage twice on tiptoe, then stops at center front.]

LITTLE ANGEL: Oh! This must be the earth! I hope it isn't too far to Nazareth. [He starts to tiptoe to right and meets an Old Lady, who enters from the side.]

LITTLE ANGEL: Are you in trouble? Perhaps I can help you?

OLD LADY: I'm afraid not, Little One. You see, I am growing very old now, and I find the road so hard to follow.

LITTLE ANGEL: Come, dear Lady! I



Music for "Flying Tonight."

have a bright light here to show us the way. [He removes halo—holds it in front. He takes the Old Lady's hand and leads her around stage to one of exits.]

OLD LADY: Praise be to God [raising arms]. And here is my own little house [points to stage exit with stick]. Thank you and bless you, Little One!

[Old Lady leaves. Little Angel waves and replaces halo on head. As Old Lady leaves, a Shepherd Boy enters at front of stage. He sits down on steps, weeping. Little Angel tiptoes to front and finds Shepherd Boy.]

LITTLE ANGEL: Hello, little Boy! Is this the way to Nazareth?

[Boy continues crying. Little Angel tiptoes to other side of boy, stooping over to see his face.]

LITTLE ANGEL: Oh! I'm so sorry! You are in trouble. Please let me help you.

SHEPHERD BOY [looks up at Angel]: Help me! I guess nobody can do that! I lost the dearest baby lamb today! I've searched everywhere, but I'm sure the wolves must have killed him by now.

LITTLE ANGEL: Come! Let's look around. [They start searching. Sound of lamb crying at left.]

LAMB: Baa Baa.

LITTLE ANGEL: Listen, I hear something!

SHEPHERD BOY: Hurry, hurry! Over this way! [They run to left. Angel stoops and picks up toy lamb from behind the curtain.]

LITTLE ANGEL: Here he is! So cold and frightened! [He gives lamb to boy.]

SHEPHERD BOY: Thank you, kind stranger! You were so good to help me. I must hurry home now. Good-by, Little Friend. [Boy hurries off; Angel tiptoes to center.]

LITTLE ANGEL: Nazareth is so far away! I wonder if this is the road [starts to right; dog whimpers.]

LITTLE ANGEL: I hear someone crying. [Looks around. Dog whimpers again. Little Angel runs to curtain at right, stoops and picks up toy dog.]

LITTLE ANGEL: Oh, here you are! You poor little thing! You have hurt your paw!

DOG: Woof woof. [While Angel is at front, Lame Girl starts in from rear of stage.]

LITTLE ANGEL [talking to dog]: I will have to carry you to Nazareth, but I'm sure Jesus will help you. [He starts toward rear of stage and meets Lame Girl, who has head down in forlorn attitude.]

LITTLE ANGEL: Hello, little Girl! Could you tell me the way. . . Why! What's the matter? You look very sad!

LAME GIRL [looking up]: Sometimes I'm very lonely, for all my friends go off to play. I can't run and jump, so I'm left all alone.

LITTLE ANGEL: I wish I could help you.

LAME GIRL: I guess I'll never walk right. If I only had someone with whom I could play!

LITTLE ANGEL: I know just the thing for you! A little dog to keep you company. He cannot walk well, either. [He gives the dog to girl.] But I know Someone who can help you both!

DOG: Woof woof.

LAME GIRL: Oh! He's so soft and furry! It will be fun to have him walk with me! Thank you, Little Friend. [Lame Girl leaves and Little Angel comes to front again.]

LITTLE ANGEL: What troubles earth people have! Will I be glad to get back to heaven! [Looks heavenward] After I find Jesus, of course! Perhaps this is the road to Nazareth [indicates outer steps. He walks along as far as he can go to the right]. Oh! I'm so tired! I'll just rest here for awhile. [He sits down, resting head on arms on step, and falls asleep. He remains here sleeping, outside curtain, until Jesus finds him.]

[CURTAIN]

SCENE 2

[Judy remains in chair, sleeping. Table set with cup, saucer, and plate for each child. Each plate has a cookie on it so that child can pretend eating. At center of table there is a pitcher. Angel cake, with one large candle in holder, coming up through the center of cake. St. Joseph on stool at right, Mary standing by chair at left. Box of toys near St. Joseph. Angels at rear, on steps or boxes, so they are elevated above others. Michael is in center of group. They hold sign: WE ARE INVISIBLE. Just before curtain is drawn, two Sign Bearers appear with signs:

DREAMLAND and NAZARETH. They bow and depart, as previously.]

[CURTAIN OPENS]

ANGELS [sing]:

THE ANGELS' BIRTHDAY SONG

Happy birthday, happy birthday, to our Little King

Happy birthday, dearest Jesus, hear your angels sing.

We will worship Little Jesus, for we love Him well.

Joy and blessings from the Father, we have come to tell.

Oh, dear, gentle, Little Jesus, hear the song we sing

Happy birthday to our Saviour, all our love we bring.

JESUS: Oh! What a lovely cake, Mother! [They smile at one another.]

[Blessed Mother and children sing Happy Birthday Song—traditional music]:

Happy birthday to You
Happy birthday to You
Happy birthday, dear Jesus,
Happy birthday to You.
May the blessing of God
Be upon You today
Happy birthday, dear Jesus,
Happy birthday to You.

[Throughout song, children smile at Jesus. He keeps looking from one to the other, smiling back at them. As soon as song is ended Sara speaks.]

SARA: Oh, Jesus! Blow out the candle!

SIMON: Yes! Yes! Blow it out!

[Jesus blows out the candle, children laugh and clap.]

JESUS [raising arms and eyes to heaven while others fold hands and look down]:

Heavenly Father

Bless this food [arms toward table]
Upon our table.

[Children sit down. Blessed Mother goes to table—takes pitcher and pretends she is serving. Children use cookies to pretend they are eating.]

JOEL: What a good time we had at Your party, Jesus.

RUTH: Your mother and father were so good to make the toys for us.

JESUS: It was fun getting the surprises ready for you.

SIMON: Tomorrow we can sail our boats on the Sea of Galilee.

SARA: I can hardly wait until my baby sister sees the pretty doll you gave me.

JESUS: Mother said she'd make one for your baby sister, too.

SARA: Oh, thank you, Mother Mary.

MATTHEW: Thank you for making the sails for our boats, too.

BLESSED MOTHER: We are glad our little gifts made you happy.



Music for "The Angel's Birthday Song."

ANNE: The games outside were good fun, too.

BLESSED MOTHER: God bless you, little ones. We must hurry now, lest your parents worry.

[Children stand, fold hands, and bow heads.]

JESUS: For all our blessings
We give Thee thanks
Dear heavenly Father.

[They walk over to toy box. Jesus hands each child a toy. Joseph helps Him. Blessed Mother sits on chair at opposite side of stage.]

JOEL: Good night, Jesus!

ANNE: Happy birthday!

JESUS: Good night, everyone!

SARA: Thank You for the toys.

SIMON: See You tomorrow.

MATTHEW: Good night, Mother Mary. Good night, Joseph.

BLESSED MOTHER: Good night, Little Ones. Hurry home.

JOSEPH: Come again to see us. [Jesus waves to friends. As last child leaves, He turns to Blessed Mother and runs to her.]

JESUS: Mother! Mother! [Kneels and puts arm around her, resting head on Mary's shoulder] You're so good to Me!

[Mary puts her arm around Jesus—He rests there a minute, then rises and runs to Joseph. He stands beside Joseph with His hand on Joseph's shoulder.]

JESUS: You're the best, best father a little boy could ever have! Oh! What a wonderful birthday! But something else is going to happen, too! [Nods head up and down.]

BLESSED MOTHER: Something else, Jesus?

[Mary and Joseph look puzzled.]

JESUS [walks to center of stage]: All day long, I've been watching and listening. [Looks toward Joseph] Father, may I go outside for a little while, please?

JOSEPH: It's almost time for evening prayer, Son. [He smiles and adds] But birthdays are special days! So run along. Stay close by the house, though.

JESUS: Yes, Father, I'll stay near the door. [Jesus steps forward and walks to left of stage as curtain closes behind Him. While action outside curtain takes place, the stage is cleared quietly. Judy remains sleeping. Mary and Joseph wait at center behind curtain.]

SCENE 3

[Outside Curtain]

[Jesus walks along toward left. He stops and looks around.]

JESUS: I wonder where he is! I've watched him all day long. [He turns and walks to right until He comes to the Little Angel, sleeping on the step. Jesus stoops down, touching the Little Angel's head.]

JESUS: Here he is! Fast asleep! Poor, tired, Little Angel!

[Angel stirs, awakens, kneels up on step just below Jesus, stretching out arms to Him.]

LITTLE ANGEL: Jesus! Jesus! I found You at last! Happy birthday, dear Jesus! Happy birthday, my dear little King.

JESUS [takes Angel's hands and folds them within His own]: What a precious Little Angel you are!

LITTLE ANGEL [pointing to self]: Me? Oh, Jesus! I'll never get to be a really good Little Angel. [Shakes head] I even missed Your party because I was late! I'm always in trouble! Sometimes Michael gets so 'sasperated with me.

JESUS: You made My birthday very happy, Little Angel. I saw all the kind things you did on your way from heaven. [Jesus touches Little Angel's head.] Bless you, Little Angel! You must hurry home to heaven now. The others will tell you all about the party.

LITTLE ANGEL [throwing kiss]: Good night, Little Jesus! Happy birthday! [Uses side entrance to stage; while Jesus watches, Blessed Mother appears at center as curtain parts a bit.]

BLESSED MOTHER: Jesus, Jesus!

JESUS: Yes, Mother, I'm coming. [Joseph appears beside Mary as Jesus runs to them.]

JOSEPH: Mother and I are ready for prayer, Jesus.

[They turn and start to go in through the opening. Jesus half turns to audience and calls out.]

JESUS: Look Father! Look Mother, Look! [Joseph and Mary turn to audience again.]

JESUS: Over the whole, wide world I must bless them all, tonight!

[Side by side, Mary and Joseph face audience, Jesus standing in center front, one step lower. Mary and Joseph fold hands during prayer.]

JESUS: *This is My birthday blessing prayer [hands folded]:*

I bless the people everywhere [*makes cross*]

I bless your lands [*arms extended wide*]

Your homes, each one apart

I fold you all [*folding hands over heart*]

Within My Heart.

[*Turning to go through opening of curtain, Jesus precedes, Mary and Joseph follow side by side. When they have left the stage, the curtain opens wide. Judy is alone on the stage, still sleeping. Judy's mother appears.*]

JUDY'S MOTHER: Judy! Judy! Where are you?

JUDY [*stirs — speaks in a sleepy voice*]:

Yes, Mother.

MOTHER: Judy, it's long after bedtime.

JUDY [*sits up*]: Oh, my! I must have gone to sleep! [*She walks toward front of stage, and looks around.*]

JUDY: I guess the angels were peeking at my birthday party. Isn't that strange! Did I really dream it all? Michael, the Angels, the Christ Child's Party [*puzzled manner*]. It seems as though it really happened! Do you feel that way, too?

MOTHER [*appearing again*]: Bedtime, Judy!

JUDY: Yes, Mother. Here I come! [*Running off stage. Children who spoke*

for dog and lamb appear and make a bow at center front.]

DOG: You did not see us in the play
So, now we're here, our parts to say

LAMB: And if we say them very well
Who we were, you'll know quite well.

DOG [*whimpers and barks*].

LAMB: Baa Baa Baa.

[*They bow and leave.*]

[*CURTAIN*]

NOTE: This play was written for the Christmas program at Mount Saint Mary Day School, Manchester, N. H., December, 1955. It was presented by the first-grade.

Six-Year-Olds React to Psychology

Today psychology and education are recognized as necessarily complementing one another. Children of all ages do react to psychology, particularly to the psychology of discipline.

For greater clarification of this latter term, we shall attempt to show the actual and potential effect of psychology upon the six-year-old's classroom behavior.

A Poor Remedy

Many parents, whom we have interviewed at various times, firmly believe in "not sparing the rod." When Johnny is troublesome, they apply corporal punishment, and that's that. No, it isn't. Corporal punishment isn't a solution—it isn't the answer to a six-year-old's problems at all.

Suppose you are a firm adherent to "not sparing the rod," what can you accomplish? The punishment lasts for two minutes; Johnny cries for five; in a total of seven minutes, the entire incident is forgotten. Johnny is free to "get into mischief all over again." There is immediate action, a temporary solution, but there is no lasting effect.

Teach Understanding

First and foremost, be sure that Johnny understands what is required of him—what teacher or mommy are telling him to do. Suppose, using the positive approach, you say, "Once our line is formed, we shall keep silence." The first time Johnny begins to whisper, laugh, or otherwise misbehave in line, call him aside. Privately,

Sister M. Paulette, V.S.C.

St. Sebastian School

Pittsburgh 9, Pa.

question him, "What did we tell you to do when you are in line?" Be firm; be insistent. Insist that Johnny is cognizant of and acknowledges the wrong he has done and, to that effect, admits that he is sorry.

The next time Johnny disobeys, punish him. How? Let him sit on a chair in the corner for ten minutes or so. To a child, ten minutes is sometimes an eternity. Let him sit there and think about *why* he is sitting there. Or deprive him of a privilege that the entire group is allowed to enjoy; make him the exception when a special treat is in order. In this way, you are giving Johnny four definite ideas:

First, he gets the idea that you mean what you say.

Second, he gets the idea that he must do what you say.

Third, he gets the idea that he will be punished if he continually and deliberately refuses to do what you say.

Fourth—the most important idea—he will soon discover for himself that it is far better to be good and be rewarded, than to disobey and concomitantly be punished.

Good Leadership

This is just one phase of what we call the psychology of discipline. But consider

further. A teacher's understanding and application of psychological principles—on a rainy day—makes the difference between restless, disturbed students and cheerful, busy ones. Teacher's understanding and application of psychological principles—before the little ones go on stage—spells either serene success or dismal failure. Likewise, psychological treatment—before test time—characterizes the results as true or false evidence of the child's potential or actual ability. Also to be considered—in terms of a proper psychological approach—are what we call Blue or Sleepy Mondays and End-of-a-Busy-Week Fridays.

Our Model

The Greatest of Teachers was also the Greatest Psychologist. Who could understand the reaction of human nature to a given circumstance better than He, the God-Man? Who, more than He, could love when love was desired, could praise when encouragement was sought, could be patient when wrongdoing seemed hopelessly rampant, could show anger when a just anger could evoke respect for authority?

Aware of His divine, eternal appreciation of what today, we, in our modern discovery of what has always been, call psychology, we, as teachers, particularly as religious teachers, must endeavor to make the ordinary classroom of today the type wherein little Johnny and Mary can actually live (and what's more, come-to-be identified with) the Christlike principles they must evince in their grown-up world of tomorrow.

The Condition of Labor

**A Unit of Study Based on the Papal Encyclicals—
to be Used in High School Business Classes**

The industrial world that these business students are preparing to enter is both a modern achievement and a pressing problem. Centralization of wealth and power in the hands of a few have led to economic dictatorship and has created a rise of hostile classes, capital and labor.

Our Holy Father, Pius XII, and his predecessors have outlined the principles of social justice and charity upon which industrial peace is founded. The purpose of this unit is to develop in the students the Catholic philosophy of industrial relations and to teach them how to refute intelligently the errors of the Communistic philosophy of a classless society.

Both Catholicism and Communism are in agreement that there exist class difficulties; that injustice characterizes the system; that a remedy must be applied as quickly and as efficiently as possible. Catholicism and Communism are not in agreement beyond this. Catholicism, that sees the entire industrial relations as basically human relations, plans to unite the classes. The Communists plan to overthrow the capitalistic regime and to set up a government of the workers for an indefinite period of time, to insure the complete overthrow of the capitalistic class. Our students must not only know and understand the basic Christian truths of justice and charity, but must also translate these truths into practice in their daily living.

Suggested Introduction

A discussion of the elements of the conflict; the growth of industry; the surprising discoveries of science; the changed relation of masters and workmen; the enormous fortunes of individuals and the poverty of the masses; the increased self-reliance and the closer mutual combination of the working population; and, finally, the general moral deterioration.

Stories of labor leaders known locally, told with stress laid upon the philosophy and the tactics of both the Catholics and the Communists.

A discussion of labor as a human activ-

Sister M. Sheila, O.P.

St. Francis de Sales High School
McKees Rocks, Pa.

ity, and as a natural right of man; refuting the error that labor originated because of the fall of man; realizing that man would have labored even if original sin had not afflicted the race. Labor would have been man's delight and a sweet occupation of time had he remained innocent; after man's fall it became compulsory and is a means of expiation for sins. Discussion of labor as a means of chastising the body and of improving the mind.

HOW CAN HARMONY BE ACHIEVED BETWEEN CAPITAL AND LABOR?

Definitions

When one speaks of "capital" and "labor," he means the two groups which effect the production of wealth. "Capital" is used for capitalism, and "labor" for laborers, so that the conflict discussed by the Holy Fathers means a conflict between persons. This distinction is important because only persons are moral beings; only persons know and will right and wrong. If we think of the conflict as being between the money and machines on the one hand, and physical exertion on the other, it would not be viewing a moral issue.

God gave the earth to man for his needs; man holds his claim to the earth by his own industry and the laws of the individual peoples. The right to possess is from nature, not from man, and the State has only the right to regulate the use of private property for the common good.

Ownership is not only an individual right, but belongs to man as head of his family. In no way can he meet his obligations as head of the family except by the ownership of property, which he can transmit to his children. The law should favor private ownership, and its policy should be to induce as many as possible to become owners.

Violence and destruction are not remedies and the right to strike is not a right

to destroy. It is a right to cease from labor when every other effort to correct a wrong has failed.

The hours of labor must be sufficiently short to allow for rest and recreation for soul and body.

A just wage does not merely depend on a free contract, for a man's labor is not merely personal; it is necessary. If a man accepts less, he is a victim of force or injustice.

If a man wants a just wage, he should do a decent day's work for it. Even employers can't manufacture dollar bills.

In order to avoid undue State interference, boards of arbitration should be established to determine conditions that are equally favorable. Associations of employers' and workers' associations are of value in bringing about mutual understanding and co-operation among all classes. The state should foster such groups as men have a natural right to form them for mutual benefit and only those that endanger the State should be forbidden.

Workers' associations should be so organized and governed as to furnish the best and most suitable means for helping each individual member to better his condition to the utmost, in body, mind, and property. The foundations of these associations must be religion. The offices of these societies must be distributed for the good of all. Among the purposes of each group should be the effort to secure continuous employment, and establish insurance against sickness, injury, and old age.

Some workers' associations are controlled by subversive elements. The Christian workers must wrest control from bad leaders or else form Christian associations that will develop along just and honest lines.

A remedy must be found quickly for the evils that press so cruelly on the working classes, owing to the greed of unrestrained competition. The Communist proposes the abolition of private property as the remedy. This proposal is as futile as it is unjust, and the greatest sufferers from the proposal would be the working classes.

The solution of the capital and labor problem calls for the united efforts of employer, employee, the State, and the Church. All efforts will be in vain if the Church is left out, for it is the Church that proclaims the principles of Christ's teaching, by which the conflict may be brought to an end, or at least lessened. It is an error to believe that class is naturally hostile to class. The very opposite is true. Capital cannot do without labor nor labor without capital. The Church draws capital and labor together by teaching each class its duties toward the other. To labor the Church says: Carry on honestly every free contract you have made. Avoid violence and disorder. And to capital the Church says: the laboring man is not a slave, but holds the dignity of a man and Christian.

The Church, in its concern for the spiritual interests, does not neglect temporal and earthly interests. It wants the poor to rise from poverty. By the fact that it calls men to imitate the Christ life, it promotes temporal prosperity and human happiness.

Labor is nothing shameful nor is ordinary poverty, as is evident from the life of Christ, "Who, whereas He was rich, for our sake became poor."

Life for all classes is but a preparation for eternal life. Wealth, property, wages are not ends in themselves. They are the instruments of man's salvation. The one thing of importance is their right use.

Christianity lived today would mean the solution of the labor problem; it would unite capitalists and laborers, because each would see in the other a brother in Jesus Christ.

Problem I: Factors Producing Hostility Topics for Discussion

When the economic and industrial system of a country has been conducted on the policy and practice of rugged individualism, which treats labor as something it could use, and stands for no opposition of any kind, even from the government, the groundwork for a first-class industrial conflict has already been laid. When that state of affairs lasts for more than a hundred years and vast multitudes of people are denied the fundamental rights that they know are theirs as human beings, no one should be surprised that a militant movement on the part of the underprivileged, the exploited, and the poorly paid should arise to counteract it.

Much legislation has been passed and labor boards have been established to execute and administer laws. What are some reasons why these have not met with great success? The policy of "laissez faire" means to let business alone, "don't regulate it or interfere with it, and all will be well."

What are the moral arguments against such a policy?

The labor movement is a dynamic, surging, struggling crusade of millions and millions of living human beings. Their thoughts, their emotions, their prejudices, their hopes, their frustrations, their attitudes, their dispositions, and even their characters have been shaped and molded by a thousand and one circumstances and events that have influenced them and their forefathers over the long years.

All these human relations of the past are now but printed paragraphs upon the pages of history. Their effects, however, remain. You can see them in the faces and read them in the words of the man on the assembly line, the steel-worker in the mill, the miner from portal to portal, the neatly dressed, clean-shaven, underpaid, and grumbling clerical worker. The fruits of today are the seeds of yesterday.

The greatest obstacle to mutual understanding between management and labor is the antiquated thinking that still persists in the mind of so many intimately involved in the turmoil of industrial relations. Give examples of some of this erroneous thinking.

Capital needs labor. In what ways is this true? In what ways do the laborers need the capitalists? Is conflict between these two classes natural? Is it necessary? Do you believe that at times the employee could be unjust in his demands, as well as the employer?

Gathering Information

Obtain information about the organization of a large corporation. Outline this formation, step by step, to show how the power of the clique at the top can keep the dominant control of the business in their hands.

Discuss the nature of the capitalistic system. Is it evil in itself?

Make a comparison of industry before and after the Industrial Revolution.

Strengthening Understandings

The Encyclical of Pius XI, "Quadragesimo Anno," (On the Reconstruction of the Social Order) is an excellent basis for the study of social justice. Briefly develop the following outline on the second part of the above-named encyclical:

A. Rights and obligations affecting the individual: (1) rights and obligations of property; (2) relationship of capital and labor.

Problem II: Why the Worker Strikes Topics for Discussion

Few people outside the labor movement understand the reason for or the need of a strike. Industrial unrest that finally flares

up into a strike is but one of the related issues that betray the need of reform—not of working people—but of the entire social, economic, and industrial system under which we live.

Normal people resort to strikes only when everything else has failed. They lay down their tools and walk out in protest because no other recourse has been left open to them. How does the family of the striker suffer during this time?

In our present world we must expect men, driven by desperation, to turn to the one weapon that is left them, the strike, to insure a fair answer to their just demands when management refuses to accept them as equals and to arbitrate with them.

Voluntary arbitration of a deadlock is the correct, the common sense, and the truly human method of adjusting industrial differences.

Labor leaders have no right to call a strike for any other reason than one that intimately concerns the welfare of the workers involved. What is meant by a "wildcat strike"?

The right to strike is not the right to use violence or destruction. Violence, except in self-defense, is no more worthy of approval in a strike than it would be in an assailant sneaking up on a victim on a dark street. What is picketing? What are some of the tactics that Communists use in strikes?

The strike must at all times be as a last and only resort after every other practical and peaceful means have been employed to solve the differences between employer and employee. What causes can you give for the resentment most people feel toward strikers? What are just causes of striking?

Gathering Information

Following the model of the Bill of Rights, which sets forth our civil rights, draw up a Bill of Economic and Social Rights. Include rights for both the employer and the employee.

Strengthening Understandings

Continue the outline begun in Problem I on the second part of the Encyclical, "Quadragesimo Anno": A. Rights and obligations affecting the individual: (3) the just wage.

Problem III: Policies for Workingmen's Associations

Topics for Discussion

Too many influential leaders in industry seem unable to analyze their own philosophy of life. They know still less about the psychology that shapes the thinking of the masses. It is time they put their minds to

the problem. They are so absorbed in the material aspects of their enterprises that the simplest fact in the whole system escapes them. Workers are essentially human beings. There are laws of nature that govern their lives, affect their outlook, and impel them to action. They will seek security until the day they die. They will demand liberty and fight for greater degrees of independence against repression in any shape or form. They feel within them the God-given impulses to use their intellects to create, to develop, to be human as far as it lies within their capacities to be so. That is why men join labor unions. They see in the combined strength of their efforts a hope of being human.

The trade union is almost as natural to the worker as the establishment of a family is to society in general. The desire to join a labor union is based on a fundamental principle of human living—the desire to think and live as a social being. What is meant by the “closed shop”?

The foundation of these associations must be religion. The offices of these societies should be distributed for the good of all. How can this be done? What is the ideal association? What general law governs the organization of workers' associations? Why should the body, mind, and property be considered as essentials in forming such a group?

Gathering Information

Refer to Christian principles of moral law to show why Catholic Action favors: (a) labor unions, (b) co-operative associations, (c) credit unions, and (d) the corporate economic system.

Make a comparison of the guilds of the Middle Ages with a present-day trade union. What is needed in modern workmen's associations to make it resemble the guilds of the Ages of Faith?

Strengthening Understandings

Write a code for industrial relations. List five fundamental rights and duties of management and labor to supplant the irrational and nonhuman approach that prevails today in industrial relations.

Problem IV: Function of the State in Solving the Labor Problem

Topics for Discussion

At the present time the conflict between capital and labor is pushing the government more and more into the role of umpire. Eventually this trend will make the government complete controller of all things. One sure move can prevent it—the cessation of hostilities between capital and labor. What must society learn before we can have less governmental control?

The State, no matter what form the government may take, has for its object the public well-being and the protection of private property. It is the duty of the State to benefit every class, but it owes a special duty to the poor. What are the duties to the different classes in the social organism? Why should the poor receive more consideration?

The first duty of the State is to act with strict justice toward each and every class. Justice demands that the interest of the workers be carefully guarded by the government. The State must not absorb the individual or the family. What is the result when the State goes beyond its limits of authority? Cite an example. For human authority to be exercised as God's authority, what characteristics must it have?

What is the Leninistic theory of the State? What are its logical conclusions? How does the Communist define “capitalism”? What reasons does he give for advocating a revolution in every capitalistic country?

What is the whole idea behind the establishment of a stable government? What must it provide for the citizens? Why can't it be an instrument of oppression? a lever of power for a specific class? The people are really the State. The government is but the representative of the people, speaking and acting in their name; the men who sit in the seats of authority do so only because human society is so constituted that a directive agency is needed to insure order, to guarantee rational law, to provide a means for the peace and prosperity of all.

What are the limits to the offices the government should attempt to perform for the people? Name the basic functions of good government. Even a child in grammar school should be able to understand that the greater and higher body should leave to the lesser and subsidiary groups what can be done efficiently and properly by themselves. For example, the president of a corporation doesn't go about licking postage stamps if he has an office boy. It is on this principle that we believe that all industry should be self-governing and self-regulating. It can't be done if one group engaged in the field assumes that it has the sole and exclusive right to authority in all things.

Gathering Information

Obtain information about what St. Thomas teaches in regard to the right to acquire and hold property. Find information from at least two other sources to prove that individuals have this right. Explain what is meant by a “natural right.”

Refer to periodicals and newspapers to find some unjust claims that capital and

labor frequently make upon each other. Applying the principles of charity and social justice outlined in the Encyclicals, solve the problem for them.

Strengthening Understandings

The assistance of government is asked or imposed only in so far as it is needed for the protection of the rights, the fulfillment of the duties of each party, and for the preservation of order in the interests of the common good. Analyze industry, democracy, and society itself and see if you can come to any other conclusion.

Problem V: Why Religion and the Church Are Necessary

Topics for Discussion

The Pope, as supreme teacher of Christ's revealed truth, enunciates the principles that must govern the relationship between capital and labor. What does the Church teach about the dignity of labor?

What virtues does the Church demand besides mere justice between class and class? Christianity lived today would mean the solution to the labor problem. Why is this true? How did it transform the human race in the past?

The laboring man, the employer, the family, the individual, and the State all need Christ living in their lives. How would a return to Christian principles change the lives of each of these groups?

Works of Christian charity were unknown until Christ established the Church. State relief was unknown for centuries; it owes its inspiration to the Church's teaching. What great truth does the Church teach that sets a correct standard of human values? Is the Church exclusively concerned with the eternal, ignoring the temporal needs of life? What social evils result from the separation of economics and religion? Why?

What principles must be recognized before the total reorganization of industry as an organic society can be accomplished? Before we can speak of our “rights” or of our “duties,” we must accept a code of ethics that presupposes a Supreme Being who holds the necessary powers to control human life and human activity. “Rights” mean nothing if we do not recognize the Source of these rights.

Mutual co-operation must replace hatred, selfishness, and the spirit of conflict. Humanity without a God has resulted in misery, chaos, and the possible extinction of the race, because of the atomic bomb.

The pressure of power and the principle of “might makes right,” as active norms, is the only other possible conclusion that can be drawn. Universal yielding to this

latter concept is what has brought the world to its present stage of disastrous deterioration.

Gathering Information

Obtain information to prove that the Church can and does carry out her mission to teach, govern, and sanctify the working classes, despite all obstacles. Mention and give a brief explanation of any four such obstacles, and show how the healing power of Christian charity can overcome them.

As a representative of the senior business students, write a letter to the diocesan board of labor for information about the labor schools that are conducted in the diocese.

Appoint a committee to interview businessmen in the community to find out what concrete steps have been taken to carry out their obligations as employers. Keep a lookout for things left undone, or things planned on paper but not put into practice. (Decide on a tactful approach before starting out!)

What contributions were made by the monasteries to the economic life of the Middle Ages?

Strengthening Understandings

Formulate a prescription for the reconstruction of the sick and battle-scarred labor world, using the following steps of Catholic Action as a basis for your discussion: (a) personal, wholehearted devotion to the principles of religion and morality; (b) wide and accurate knowledge by study; (c) courageous action.

Discuss each of these as a remedy for the present economic disorders: (a) make the classes more hateful; (b) make the classes more brotherly.

Explain: "Christ preached the necessity, not of remaking economic systems, but of remaking men." Show how the Church applied this teaching to the problems of (a) private property, (b) capitalism and the capitalist spirit, (c) the Industrial Revolution, and (d) the corporate economic system.

Evaluation of Growth

A study of the relations between capital and labor should promote a better understanding of the problems and trials of each group; it should promote fair-mindedness, and mutual consideration in a spirit of charity.

Points for evaluation will center about the following evidences of growth on the part of the student:

An increased knowledge of the industrial conflict in the world today, its cases, and the solution to the problem in the

application of the Catholic philosophy of industrial relations, as outlined in the papal encyclicals.

A knowledge and appreciation of the first simple principle for industrial peace: Industrial relations are basically human relations; they are relations among men as men.

A deeper realization of the truth that all men are loved by God; that Christ died for each one; that He who lived the perfect human life is the Model for all classes, rich and poor.

Recognition of the truth that true worth and nobility of man lie in his moral qualities, in his virtue; that virtue is the common inheritance of men, whether rich or poor, and that virtue, and virtue alone, will be followed by the rewards of everlasting happiness.

Recognizing that a return to religion, to morality, to God on the part of each capitalist and each laborer would unite the

two classes as they would see in each other a brother in Jesus Christ, and would recognize the common fatherhood of God.

References for the Teacher

Corbett, Fitzsimmons, Ostheimer, *Christianity and Civilization*, W. H. Sadlier, Inc., 1948.

Elwell, Dunn and Dowd, *Our Quest For Happiness*, Book Four, Mentzer, Bush and Company, 1947.

Hughes, R. O., *The Making of Today's World*, Allyn and Bacon, 1948.

Kileen, Sylvester, *The Philosophy of Labor According to St. Thomas*, Vol. 49, Philosophical Studies, C. U. A.

O'Brien, Sister Mary Consilia, O.P., Ph.D., *Christian Social Principles*, P. J. Kenedy and Sons, 1941.

Pope Leo XIII, *Rerum Novarum*, The Paulist Press, 1939.

Shea, Lambert and Bronom, *Christian Living in Our Economic World*, Book One, W. H. Sadlier, Inc., 1944.

Smith, William J., S.J., *Spotlight on Labor Unions*, J. J. Little & Ives Co., 1946.

Treacy, Rev. Gerald, S.J., *The Five Great Encyclicals*, The Paulist Press, 1939.

Macbeth, Deliverer and Destroyer of a Kingdom

Sister M. Louis, C.P.P.S.

Saint Elizabeth Academy

St. Louis 18, Mo.

That Shakespeare is not of an age but for all time presents a challenge to teachers and students alike as the study of one of the great plays has its place on the required course of study. No one doubts the perennial interest of the great masterpieces of character delineation, but to stimulate the wheels of excited thought in the mind of a temperamental sophomore or to arouse in a timid freshman favorable attitudes toward the initial reading of iambic pentameter lines is no mean task for any teacher. The barriers of sluggish thought or unfounded aversion must be dispelled by an enthusiastic guide who is truly "in love" with the plays and recognizes them as avenues of character study and development. The classroom becomes the Globe Theater and the audience a motley group of "groundlings" or "stinkards," dandies, and nobility. These may be representative of the mental ability

as well as the character differences in the students seated in the highly polished desks in any modern school. For these, the interested teacher shows the placard, *Macbeth*, and opens the curtain on a desert scene near Forres. The conversation, wierd in its tone and content, will evoke one of two responses—eager anticipation of what is to follow or wry disgust expressing itself in such phrases as, "Don't know what's going on; it's stupid!" To this latter group, and they may be in the majority, the clever teacher will have to disarm prejudice and then show the heroic honor and the honorable heroism of Macbeth as it begins to unfold itself in Scene II. He is a noble and gallant chieftain, who has ably served Duncan, his king, and Scotland, his country. He graciously receives the meed of honor in lieu of his services and glories in the praises heaped upon him by all kinds of people. He recognizes the graciousness of Duncan and the meekness with which he has borne the honors of his office. He is keenly attuned to praise and equally sensitive to blame. Although affection is a strong point in his temperament he is keenly alerted to action and persistent in his resolves.

Macbeth, the Ruin of a Kingdom

Macbeth's predominant characteristic, the teacher will explain as the reading progresses, is ambition. This admirable trait will be disclosed in its negative aspects for with Macbeth it overpowers his knowledge of the world, his love of approval, his human kindness, even his imaginative vision of the better life. Macbeth, the deliverer of his kingdom, becomes its ruin. His short-lived triumph comes to a sorry end. Influenced by the witches, the embodiment of temptation, and urged by the words of Lady Macbeth, the incarnation of evil, Macbeth commits crime after crime. He scarcely ever loses consciousness of the veritable hell within himself. With this consciousness, the teacher leads his students to sympathize. For if Macbeth is looked upon as a mere scoundrel, whose possibilities of a virtuous life only give zest to his crimes, he ceases to be a tragic hero. The double nature in him reveals better possibilities. These very tendencies accentuate student sympathy, for the pupils note the effect of fatal incitements and overmastering opportunities in a man who could have been a genuine hero. These provide excellent examples for class discussion of Macbeth's guilt, the effect of passion, the predominant traits of ambition and of fear. (According to Bartlett's *Concordance* "ambition" is mentioned three times in Macbeth and "fear," 42 times.) The fear complex has a tremendous influence on Macbeth's actions, for Lady Macbeth's words, "Screw your courage to the sticking place and will not fail" intensify his feverish activity and render any indecision futile. He proceeds from one vile act to another until the "milk of human kindness," which was once his prized possession becomes the gall of murderous blood.

Teacher Guidance

The wise teacher will direct the thinking of his students, showing the pitfalls in Macbeth's character, and the downfall of the "could-be great" soul in conflict. The prudent guide will point out similar, though less pretentious opportunities in the lives of his students for the attainment of good. There may not be kingdoms to possess but youthful ambition can conceive opportunities of attaining high places. The rightful way may often be determined by the example of a literary figure. What not to do in this case, is a powerful antidote for using evil means. Questionable methods will never be a determining factor in promoting an enterprise.

Class Discussions

After a thorough reading of the play, pausing after every scene to check under-

standing and to note character development, the teacher will direct discussions on the reasons of Macbeth's downfall, his God-given possibilities for greatness, and his man-devised schemes for villainy. The role of the witches and of Lady Macbeth as instigators of vice open wide avenues for both oral and written composition, for many readers are willing to place the blame for Macbeth's guilt on these external influences. Some may be inclined to believe the hero a victim of fate, thinking that circumstances are beyond his control. Here again, the place of free will in man must be stressed, making Macbeth and his "fiend-like queen" wholly responsible for their actions.

Character Development

If the play is accompanied by such discussions, possibilities for character direction and development are almost limitless. Frequent checkups in character analysis will add interest for the students and will enable the teacher to know if the class' thinking is being channeled in the proper categories. Questions similar to the following will prove advantageous.

Was Macbeth's course of action determined by fate?

Would he have killed Duncan if his wife had not persuaded him to do so?

How do you account for the frequent mention of fear in the play?

Is ambition a desirable character trait?

Why did ambition lead Macbeth and his wife to a sorry end?

If ambition brought Macbeth to murder and his wife to suicide why is it praised among educators?

Was Macbeth entirely responsible for his actions?

Does the modern world accept the witches in the same way as the people of King James' time?

Did ambition or fear or neither lead Macbeth to the murder of Lady Macduff and her children?

Are there any Macbeths today?

Beneficial Results

If *Macbeth* or any other Shakespearean play is studied in this way the results will prove gratifying for teacher and students alike. A classic masterpiece of character portrayal will thus prove to be a real impetus for improving youth in modern times. A gory tragedy thus becomes a golden medium for character analysis and improvement.

A Latin Newspaper—Never

Sister M. de Chantal, C.S.J.

St. Francis de Sales High School

Denver, Colo.

As my Latin confreres reach for this article with a contented smile on their faces, I hasten to add, "That is what I said several years ago." To me, at that time, a Latin newspaper conjured up all the specters of class time forfeited, essentials neglected, commercial departments imposed upon, and a hundred other objections. However, all that was before I had given the Latin newspaper idea a fair trial.

As we pause to take stock of our teaching, we must admit that the trends in education today are making challenging de-

mands for new standards and on our ancient heritage. The Latin language has suffered in the process along with other fundamentals. At times, nothing short of high-powered salesmanship has kept some Latin classes filled. With such difficulties to overcome, I decided to launch out on the project of a Latin paper. This would serve a double purpose: an incentive for continued interest for the students still bent on the classical pursuits and an attraction for those who feared to enter the Scipionic portals.

Yes, A Latin Newspaper

None of the following ideas are new, startling, or different. However, the lack of Catholic school publications on our exchange list prompted me to write this article with a hope of convincing the more conservative of the possibilities of such a plan and of exchanging ideas with those who have found the project feasible.

The first attempt was met with an unexpected and encouraging enthusiasm. The club officers, in consultation with me, selected the staff. These then held a meeting to determine the name of the paper, its format, and the type of articles to be included. Almost immediate results were seen. Students who had volunteered but little in class periods now came up with ideas and even went so far as to make suggestions for future assignments. Our first paper was not too bright a gem in journalistic acumen, but it was the product of the Latin I class and all were proud of it. Since that early venture I am convinced that the effort was not one in vain and I can heartily add, "Yes, a Latin newspaper!"

Latina HODIE

We soon learned in our project that the primary objective of the Latin paper is not a display sheet for the scholarly manipulation of ablative absolutes and indirect discourse (that is classroom material). Rather its duty is to supplement the syntax of the language with its mythological anecdotes and thus to stimulate an interest in things Roman. It follows that the contents must be confined to historical facts, facts which must be cloaked in attractive English.

I soon found that the labored Latin paragraph had to be avoided. A few simple Latin sentences pertinent to the different seasons or holidays, i.e., Veterans' Day, Thanksgiving, Christmas, may be included. In addition, the seasonal note of the Church year carried on the front page with the use of an Introit or Collect from a special feast day Mass does much to set a religious theme and, at the same time, presents correct and familiar Latin to the students. Easy drawings enhance the work, but let these be simple drawings so that too much time will not be involved in mimeograph work. Here, too, along with creating an interest in Latin, the artistic ability of some of the students is encouraged. This talent has scarcely been evident in verbs and translations, but now an altogether new enthusiasm is born where before only a "dead language" was evident, and this new interest is transferred to the intricacies of grammar, with, at least, an improved outlook. We must be watchful of a tendency on the part of the student to overdo the amusing angle of the articles and to depart from the facts. Here the moderator must see that adherence to authenticity is a "must" from the beginning.

Each year new ideas are proposed by the class. At the suggestion of one of the boys in the Vergil class this year, a new page on sports has been added to our



The editor of "Hodie" gives an assignment to a staff writer.

publication, *HODIE*. It now boasts of five pages covering Junior Classical League notes, comments on the liturgy, general and seasonal content, sports, and a joke and puzzle page. The increased interest among the older students for thoughtful and consistent reading and research and the enthusiastic reception of the ideas and challenges which the paper has to offer, especially of the first year Latin students, is a gratifying result of what was feared at first would be a truly hazardous venture and definitely a departure from classical procedure.

A Worthy Project

As you read this article you are asking yourself the question, "How much class time is consumed in the compiling and editing of a classical paper?" If your paper is a quarterly (and very few are published oftener) you need not use more than four to six class periods a year. This, however, does not preclude after school consultations, where, often after business discussions, hints to improve the next day's translation or the clearing up of a bit of difficult grammar become the topics of last minute conversation. The assignments may be made at a "press" meeting after school and then and there a date set for their completion. As the assignments come in, the moderator checks them and, if alterations are necessary, returns them to the student reporter. At a class period about a week before the paper is to come out, we assemble these articles; each page with articles we assign to different groups. Up to this point the work has been entirely that of the students, except for the corrections done by the moderator. Possibly it could continue to be theirs in the typing and mimeographing, but I have found it advisable to do the typing myself and then have the students assemble the pages and staple them.

A Latin Newspaper — Always

This does not call *finis* to our work. Rather the pride of the staff, and of those



A favorable last-minute check boosts the morale of staff workers.

who have submitted articles, with the encouragement of other faculty members, all add up to that sense of gratification when a work is well done. I am confident my students now repeat with me: A Latin Newspaper — Always!

VOCATIONS IN THE ELEMENTARY SCHOOL

— MOST REV. BRYAN J. MCENTEGART

Today, when the expanding needs of the Church demand an ever increasing number of vocations, we should give serious consideration to the function of the elementary school in promoting vocations. It is a mistake to let guidance toward the religious vocation go until the high school years. The plant of vocation must be nourished properly from the first moment of grace. It is in the period of greatest innocence and purity that the intention to forego self interests for the mission of Christ can be most effectively strengthened. This does not mean that vocations cannot blossom and flower in the Catholic high school. For the plant to blossom and flower, however, it is necessary that it be cultivated diligently in its stripling seasons. (From an address at the N.C.E.A. national convention, 1956.)

A Unit on Creative Expression

(Concluded from October)

WEDNESDAY, NOVEMBER 10

Another period was devoted to listening to poetry. A new element in listening was to have the children note any surprises found in the poems. For variety, the first line and sometimes the first and second lines of a poem were read for the children to guess what might follow or to finish the entire poem. Some lines were as fresh in style as the original poems. This procedure afforded real fun and also provision for the imaginative potency of children. It proved to be a valuable stimulus for the writing of original poems the last part of the class period.

THURSDAY, NOVEMBER 11

It is of vital importance to lay a foundation for writing good verse, therefore similes and imagery were noted in the following poems that were read to the class:

1. "The Hippopotamus" by Georgia Roberts Durston (squadgy river, ooze bank, ripples shiver).

2. "Lone Dog," by Irene Rutherford McLeod (lean, keen, wild, rough, dog, love to sit and bay the moon).

3. "Spider Webs," by James S. Tippet (hung their lacy webs, the mist strung the spider webs with pearls).

Similes: "One spider wove a web like frost on a window pane; Another one spun a single thread that looks like a jeweled chain."

Similar observations were made in these poems: "My Airedale Dog," by W. L. Mason; "Cat," by Mary Britton Miller; "Sea-Fever," by Masefield.

FRIDAY, NOVEMBER 12

Original similes were written in the pupils' creative writing books, such as:

Leaves floating through the air like: a parachute falling from a plain; confetti at a parade; snowflakes floating in the air.

Foam on oceans like: soap suds; boiled frosting on a cake; foam of shaving lotion; foam from pop.

As ugly as: a wart hog; the monster of the Black Lagoon.

Waves striking against the lake shore like: the flapping over of a pancake; the lapping sound of my cat's tongue; the running of my mother's washing machine.

Drooping like: wet drapes on a line; a dog after chasing a rabbit without success.

Sister M. Patricia, O.S.B.

St. Thomas More School

La Crosse, Wis.

As heavy as: a fog; Paul Bunyon's Blue Ox; a transfer truck.

Interest in "Talking Poems," was aroused by reading the following poems: "Summer Stars," by Carl Sandburg; "Moon - Come - Out," Eleanor Farjeon; "Trot Along, Pony," by Marion Edey and Dorothy Grider; "Excuse Us, Animals in the Zoo," by Annette Wynne; "The Wind," by Robert Louis Stevenson.

The following poems are class originals:

MY SHOES

Oh shoes, you are so old,
You're becoming torn and tattered,
Your heel is coming off
And your toe is oh so battered!

You're walking all the day.
You never have time to stop and play.
You walk and walk the whole day through,
I'd run away if I were you!

— G. Wagner

TRITE NOSE

Clown, clown, tell me please
Why is your nose so red?
Why isn't it green, yellow, or blue?
Why it is always red?
"Red is the color I like best."
Replied the clown to me.
"Green is too dark.
Yellow is too bright.
Blue is too sad, you see!"

— K. Gschwind

TUESDAY, NOVEMBER 16

The children and teacher took a little sight-seeing trip. The children were asked to observe the ordinary things as they walked along and to make enough observations to be prepared to write about them in an extraordinary way. Employ the use of all senses when taking this tour. When making your observations, think about them in terms of similes, and freshness of thought. Vivid impressions, imagination, flights of fancy, rhythm, and freshness of expression should be found in your creative writing. Some of the children wrote their observations in their notebooks. These original poems were the result of the excursion:

SILVER WINGS

Wings gleaming up so high,
Sail off yonder into the misty sky.
Passing over day by day,
While the little airplanes seems to play!
— R. Mitby

BIKES AND HIKES

Big
Small
Short
Tall
Bikes
Bikes
Bikes.
Some ride slow
Some ride fast
Before we know
We're home at last.
— B. Roesler

WEDNESDAY, NOVEMBER 17

The children enjoyed the observations of the excursion in the form of poetry. After the poems were read aloud, they were evaluated according to standards of good poetry as:

1. Was there honesty? In what way?
2. What about originality and freshness of thought? Was it trite?
3. Was there good rhythm? (Some of the children noted a lack of rhythm in their own poems as they read them aloud.)
4. Was there simplicity? Were the lines too lean or too full?

THURSDAY, NOVEMBER 18

The following poems were read to stimulate poetry writing. These poems were prefaced by a few pertinent questions:

What do you particularly like in the poem "Overheard on a Saltmarsh," by Harold Monro? They liked the mysterious atmosphere in the conversation between the nymph and the goblin.

The children were asked if they had ever noticed a cat growing old. Discussion followed. Then the pupils were alerted to note Alexander Gray's observations of an aging cat in his poem: "On a Cat, Ageing."

The same procedure was used for these poems: "Dreams," by Langston Hughes; "The Snowflake," by Walter de la Mare; "The Moon," by W. H. Davies.

Then discussion of "free verse," took place and this was followed by two poems of free verse: "Lost," by Carl Sandburg;

"Beauty," by Michael Schlyer, a pupil in the class.

A quick review of the test of good poetry was taken. Then the children wrote original poems. The following are only a few samples:

LIGHT

It was such a short time
For the moon to travel.
It was riding, riding, riding,
It looked like a jack-o-lantern
Lit by a tremendous candle.
I am the moon's lover!

— P. Ferguson

THE TALKING STREAM

As I was walking in my dream
I came upon a little stream.
It had a coat of sparkling blue
With little round gold buttons too.

It stopped to say "hello" to me
As I was standing by the tree.
And when I heard my mother's call,
I said, "good-by" and that was all.

— J. Vehrenkamp

MYSTERIOUS SOUNDS

The pitter patter of the rain
on my little window pane,
The creaking of our old front door,
sounds like ghosts upon our floor.
The whistling of the wind
through trees
Sounds like Grandpa whispering
to me.
The crow cries out with a loud
shrill cry.
It echoes like thunder
through the sky.

— G. Wagner

FRIDAY, NOVEMBER 19

Imagery is particularly noteworthy in the following original poems:

THE NAUGHTY TULIP

"I wish I were a violet," the naughty tulip
said.
"I want to wear a pretty purple hat upon
my head,
I'm tired of the ugly one I always have to
wear,
I'd never choose a yellow hat! O dear, it
isn't fair!"

She hung her little head and sulked and
shook in silly grief,
She sought to hide her yellow hat behind
a pointed leaf.
And when the kindly pleasant sun beamed
down on her and smiled,
She pouted and she flouted him, the
naughty tulip child!

Just then, as she was whimpering, a breeze
came passing by,

He heard the tulip scolding with her yellow
hat awry.

So then to punish her, he blew and whisked
the hat away,
And now she stands and shivers there,
bare-headed all the day!

— M. Lukas

BLUFFS

O bluffs what are you doing there?
Your trees are your golden hair.
Your rocks are like a crackled face,
You look up in the wild blue space.
The hikers look so very small,
They're like a tiny cotton ball!

— T. Krugel

I WONDER MARY

I wonder Mary
how you must have felt
that day in early spring
when Gabriel
appeared to you
on bright and shining wing?

I wonder how
he spoke to you?
I really think I know.

I think he spoke
with quiet voice
so sweet
and soft
and low.

I wonder just how
he said to you
"Will you be the Mother of God?"
You freely said,
"Yes, yes, I will."
Thus giving your sweet nod.

MONDAY, NOVEMBER 22

Word Power

Word power was introduced through the use of synonyms. Source books: school dictionaries and Roget's *Thesaurus of the English Language in Dictionary Form*.

The word "detest" was written in colored chalk on the blackboard. The pronunciation and meaning was located in the children's dictionaries. After finding this information, the part of speech was noted and all was written in the creative notebooks under the heading: "New Words." Several children used the word "detest" in original sentences. The children resorted to Roget's *Thesaurus* and found many synonyms for the word. The following were written by different pupils at the board while the other members of the class copied them in their notebooks: loathe, abhor, abominate, despise. The *See* reference suggested the word "hate" and the following words were noted: recoil, shudder, shrink from, revolt against, execrate, dislike. Attention was called to the special and qualifying use of words.

N.B. This approach to word power was repeated with other words.

TUESDAY, NOVEMBER 23

Word power was motivated through the hearing of new words and phrases in stories that were read aloud. The children were eager to increase their vocabularies after learning how important the right choice of word was in story and poetry writing. Adjectives and strong action verbs were especially noted and appreciated in stories.

Mauree Applegate's word building plan on page 134 of her book, *Helping Children Write* was also put to great advantage. This little device consisted of blowing "word bubbles." The teacher begins by pronouncing the word, "gentle." A point was given to each child as he added another synonym to the list. The following were some of the words used to blow more "word bubbles": genuine, gigantic, gaudy, gawky.

Attention to new words and phrases was vivified by a discussion of: "Spider Webs," by James S. Tippet; "The Highwayman," by Alfred Noyes.

WEDNESDAY, NOVEMBER 24

Word power was increased by finding words that "fit." Differences were observed in the following similar words: strives — tries. Children decided that *strives* takes more effort than *tries*; good — delicious. All the children agreed that people can be good, but not delicious! fatal — harmful. An accident could be harmful and not fatal.

Qualifying differences were readily recognized for many other words. The conclusion for this lesson was: Even though words appear to be similar in meaning, great care must be used in adequate choice of words. These were added to the list of new words already noted in creative books.

MONDAY, NOVEMBER 29

The word power section of the unit was concluded by having a contest including all the new words the children had learned since the unit was begun. In the first half of the contest, each child was given the opportunity to gain points by adding another synonym to the suggested word. The second half consisted of throwing a new word to each row. The first child to give another synonym merited a point. Prizes were awarded to the three highest.

Techniques and Practical Suggestions

1. Provide a quiet writing corner in the classroom.
2. Provide a box or pocket for writings. (Excellent device for the shy child).
3. Use the bulletin board to suggest creative writing and to post creative writings.

4. Provide and invite occasions for children to write
5. Give much praise and encouragement.
6. Red pencil the *good* points.
7. A practical writing period is necessary for direct and thorough teaching of written expression. Do not tamper with child's imaginative or personal creations. Teachers suggest and children make their own corrections and additions.

8. Read aloud poems (if child expresses his wish for such) in order to convey to the child that he has said too much or not enough in his writing.

9. Build a rich store of knowledge before having children begin to write creatively. Ideas and backgrounds must be enhanced by actual or vicarious experiences.

10. Teach children to use all their

senses, because these are the avenues leading to creative expression.

11. *Never* teach the mechanics of writing in the "creative writing period."

12. Provide an hour or more a week for creative activity. It will be fundamental in enriching the child's present and future life.

13. Personal conferences with creative writers is an excellent asset toward creative advancement.

Citizens Now and Forever

A good Catholic is, of necessity, a good citizen. A perfect truism, apparently at least. However, very frequently too much is taken for granted in citizen formation. Training is essential in all phases of life — and that includes citizenship.

True Christian CIVIC living like genuine Christian SOCIAL living in present-day environment can at times become a truly Herculean job. Lack of thinking, lack of shouldering personal responsibility, and little consideration for the rights of others may account for some of this difficulty. The principles involved in this Christian civic life must be put into concrete, or even capsule, form for our growing future Americans. The Commission on American Citizenship at Washington, D. C. recognized this important fact when it inaugurated its flexible but comprehensive pro-

Sister M. Joyce, O.S.F.

St. Veronica School
Milwaukee, Wis.



Officers check the program for the next meeting of the Civics Club. They are happy.

gram known as the Catholic Civics Clubs of America.

Catholic Civics Clubs

Adaptability seems to be the keynote of these local organizations. These clubs lend themselves to all possible variations complying with local needs, tastes, opportunities, or utter lack of opportunity. The following few ideas, in the concrete, may help to increase the number of clubs established thus far and show their value. What could be more welcome to busy teachers interested in forming such organizations?



The new Civics Club charter is worth a "Thank You" note.

General Acceptance

Our students are interested! A questionnaire on Catholic Civics Clubs to active club members at different times results in a consensus of opinion expressed as simply as, "It is great fun to be a member." The reasons given below in the members' own youthful expression are pointed and meaningful.

Just being affiliated with Catholic U. is enough. The encouraging letters from Monsignor Hochwalt (now from Patrick McCormick) make one want to be an active, thinking member.

It is a thrill to read about the doings of fellow members all over the U. S. A.

It gives us a belonging-to feeling even in our own school.

Catholic Action and the Mystical Body really come down to earth and live.

The meetings according to parliamentary procedure are conducive to a healthy give-and-take atmosphere.

Voting must be done correctly. Now is the time to learn how to pick the man for the office.

(Continued on page 30A)



Display of "Messengers" and other magazines to be sent to the mission schools.



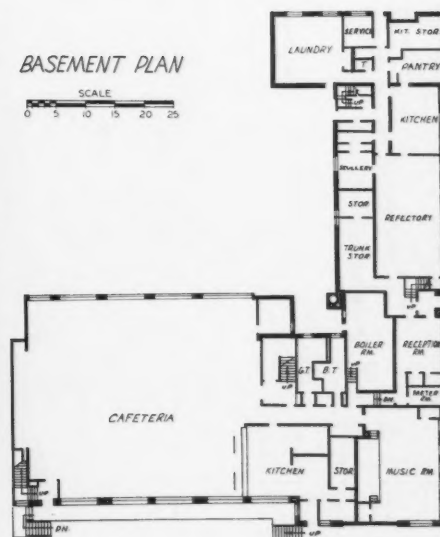
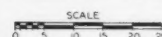
Our Lady of Mt. Carmel School and Convent, Bronx, New York City, designed by Anthony J. De Pace, Architect. The first part of the building was erected in 1949; the new wing with classroom and convent was dedicated in 1956. All photographs to illustrate this description were supplied by Rialto Studio.

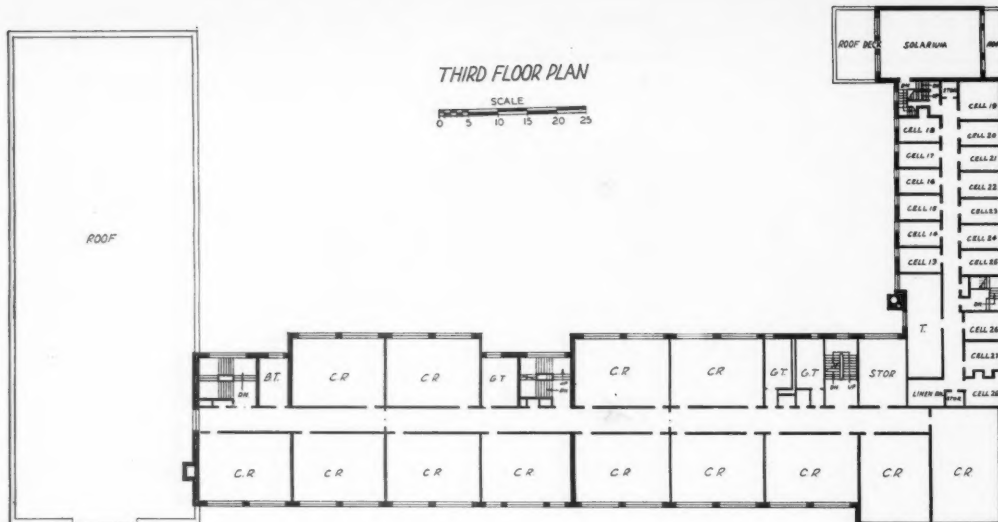
Our Lady of Mt. Carmel School and Convent, Bronx, New York City



The basement of the new part of the building contains the students' cafeteria and music room, the heating plant, and also kitchen, dining room, laundry, and other rooms of the convent.

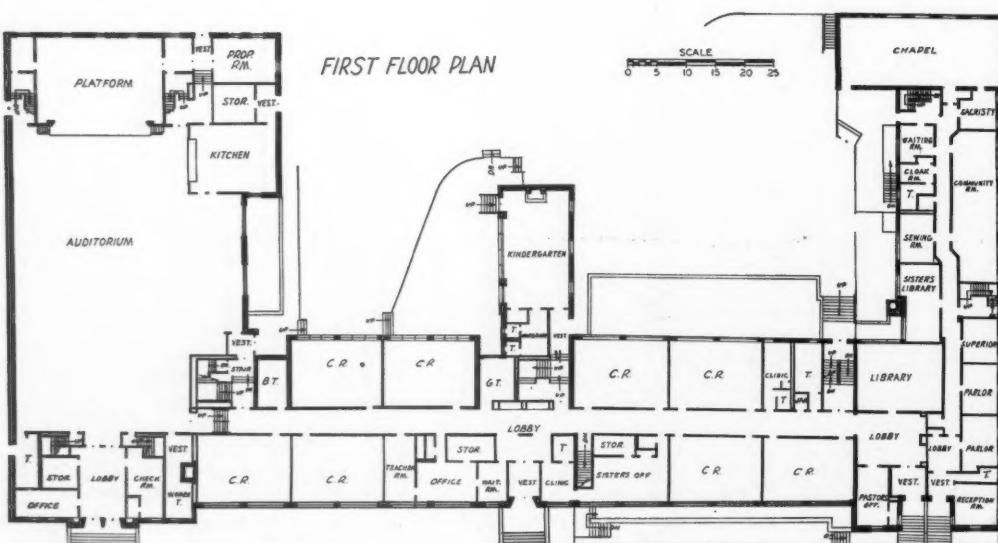
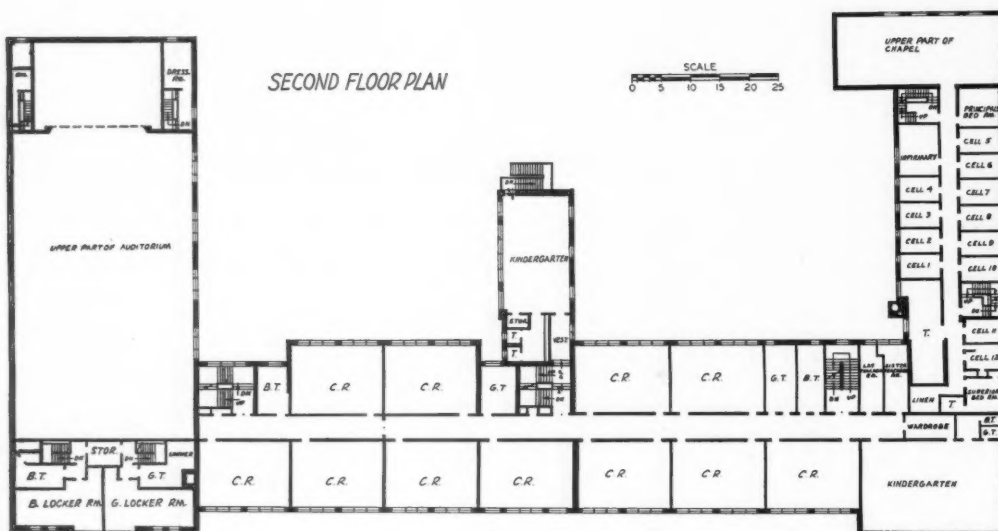
BASEMENT PLAN





Our Lady of Mount Carmel School and Convent, Bronx, N. Y.

For 1800 children
and 30 Sisters
32 classrooms
3 kindergartens
Auditorium-
Gymnasium
Music Room
Cafeteria
Architect:
Anthony J. De Pace
New York, N. Y.
All photographs
by Rialto Studio
New York, N. Y.





Two Views of the Auditorium-Gymnasium. At the left the room is prepared for a play or assembly and at the right for a basket-ball game.

On May 6, 1956, His Eminence Cardinal Spellman blessed the new wing of Mt. Carmel Parish School in the Bronx, New York City. The new wing, with three floors and a basement, doubles the capacity of the school and provides a permanent residence for 30 Sisters. It contains 16 regular classrooms, an additional kindergarten room, a school library, music room, cafeteria, clinic room, teachers' rooms, offices, and other accessory rooms, in addition to the complete convent.

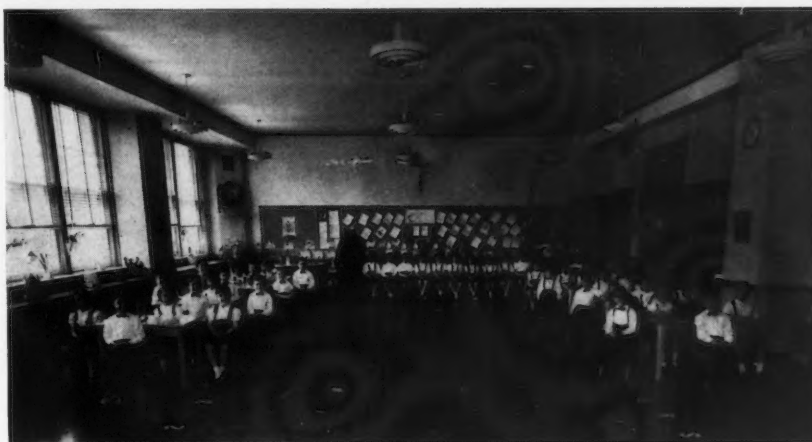
The Complete Building

The older wing of the building has been in use since 1949. The two wings combined will accommodate 1800 pupils from kindergarten to eighth grade. Together they include: 32 classrooms, three kindergarten rooms, a school library, an auditorium-gymnasium, a cafeteria with kitchen, heating plant, four offices, music room, clinic, two teachers' rooms, 14 toilet rooms, five storage rooms—and, in addition, the convent on four levels.

The total cost of the school section of the new building was about \$1,450,000, or \$23 per square foot and \$981 per pupil (based on a minimum capacity of 1600). Plans were drawn by Anthony J. De Pace, a New York architect. The pastor of Mt. Carmel parish is Most Rev. Joseph M. Pericone, an auxiliary bishop of New York. The teachers are Sisters of the Catholic Apostolate (Palottine Sisters).

Design and Construction

The building, of modern design, has an exterior finish of pink mangle iron spot face brick trimmed in buff Indiana



Above: A kindergarten class at Our Lady of Mt. Carmel School.

Below: An 8th grade class of 1956 with the teacher, Sister M. Dorothy, C.S.A.C.



limestone. Windows are of the conventional double-hung type. The skeleton of the building is of steel concrete; the roof is 20-year bond with gravel finish.

The stair treads and some of the toilet-room floors are of terrazzo (others of glazed tile); classroom floors are finished with asphalt tile; floor of the auditorium-gymnasium is of hard maple. Floors of corridors, lobby, and cafeteria are of terrazzo. Stairway walls are finished, full height, in structural

glazed tile and corridor walls have a wainscot of tile with colored plaster above. Classroom walls are finished in colored texture plaster. The auditorium-gymnasium has a structural face tile wainscot eight feet high and the walls of toilet rooms are tiled. Acoustical tile or plaster is used on ceilings where it is needed.

Heating and Lighting

Either fluorescent down light or incandescent reflected light is used as

appropriate in the various rooms. Circulated heating units with convactor radiators and a central exhaust ventilator are used. Heat is from vapor steam.

Other Equipment

The new cafeteria is equipped with steel folding tables and chairs, stainless-steel serving equipment, and modern cooking, refrigeration, and dishwashing utilities. A public-address system is controlled through the office.

Modern Trends in School Furniture II. The Classroom of Today

The "modern trend" in school furniture means many things. Design, comfort, adaptability, and other features were discussed in the initial article of the series. The other major reason for the growing acceptance of this modern influence is at times not apparent—it is there nonetheless.

Durability in Furniture

One of the intrinsic assets in school furniture has always been durability. This is proved by the countless fixed units still used throughout the country. In many schools a desk that was in use 25, or even 50 years ago provides ample proof that it was built to last. Until only recently, the traditional desk and chair had been designed almost exclusively with this in mind. Unfortunately, this was true only with a sacrifice in comfort and a minimum of flexibility. In the development of school furniture this was a necessary phase, but one which is fortunately past.

How to provide a durable desk and chair and yet achieve comfort and function was the problem. Its solution required the assimilation of many factors, surveys, and experiments. Inasmuch as the procedures utilized in this development as well as the net results have been somewhat comparable, let us look at a case history.

Durability and Comfort

When the growing influx on our school population began a few years ago, it became apparent that the next several years would witness a tremendous increase in school building. Architectural design had of course changed—school furniture had

Catharine R. Hughes

not. Then it was that the first manufacturer decided it was time for that industry to keep pace with other forward strides in education.

First on the agenda was a survey of existing school furniture with an eye toward determining both its merits and disadvantages. There followed an intensive study of present-day school requirements. Among the many considerations occupying the designers were orthopedic and posture charts, questionnaires to school administrators, and an assortment of other research projects.

Engineering stress experiments were conducted which had as a net result the selection of tubular steel as the major structural material. Among the advantages discerned was the fact that tubular steel would provide maximum strength at a minimum weight and a resultant increase in mobility. Each variation in design and construction was closely checked. By the time the new desks and chairs had reached this point of development it was time to put them to the acid test: would they live up to expectations under actual usage. Then the children went to work, giving the units all the punishment typical of a classroom—plus. During this period the designers had further opportunity to verify proportions, balance, size, and similar important details.

With this phase of experimentation completed, a revised set of models was produced which included all the changes in-

dictated by the previous tests. So it was that less than a year later the school furniture industry had the first of the now universally accepted modern designs in school equipment. It included such major departures as color, stacking, and interchangeable accessories—most of which have been summarily adopted, modified, or improved by other manufacturers following the trend toward flexibility in the classroom.

Good Posture Seats

Along with those features already mentioned, 1956 finds a number of other equally significant changes. High among these must be ranked the introduction of comfort-contoured units. Careful research on the part of many members of the furniture industry impressed upon them the importance of good posture in school seating. It indicated that a maximum amount of freedom was helpful to the learning process. Without this degree of relaxation, body fatigue frequently appeared, together with a decreased capacity to learn. Thus it was that compound curves of seat and back were introduced in order to fit natural body contours and insure correct posture and greater comfort.

Light Reflection

Going hand in hand with this step toward better posture is the stress now being placed on proper light reflectancy in the classroom. For some time, school administrators, architects and illumination engineers have been aware of the necessity for better vision in the school. Particular attention has been paid to the elimination of glare and high contrast. Hence the introduction of pastels, sidewall day-lighting, and top-lighting. In the design of recent

(Concluded on page 24A)

3 big reasons why **UNIVERSAL[®] DESKS** are better learning tools!

(1) American Seating Universal Desks are designed for good posture, promoting physical and visual comfort, faster learning. (2) They are functionally, flexibly designed for arrangement in either groups or rows, for improved teacher guidance and control. (3) Amerex[®] metal-and-plastic tops, and die-formed construction of these desks, add years of "wear life."

More schools buy American Seating furniture than any other make. Ask your nearest American Seating representative to demonstrate why. Also ask him about famous **BODIFORM[®]** Auditorium Chairs.



Universal "10-20" Desk No. 536, with Amerex metal-and-plastic top, is adjustable to three positions — 10°, 20°, or level — for visual comfort in all work tasks. Automatic fore-and-aft seat adjustment; cradleform posture seat swivels 45° left or right. Deep-curved back, with self-adjusting lower rail, fits all occupants. Seat and desk heights are adjustable by never-fail, wrap-around clamps. Roomy, one-piece book-box. Sizes to accommodate all grades — and adults!



Universal Lifting-Lid Desk No. 534 has Amerex metal-and-plastic top, which provides large work surface at 10° slope, or level — lifts for full access to roomy, one-piece book-box. Has 45° left-and-right seat swivel, cradleform sitting comfort. Deep-curved back with self-adjusting lower rail fits each occupant. Like the No. 536, this desk is of die-formed construction for maximum strength. Heights are adjustable, also, as on the No. 536.

Available in two-tone blue-and-coral — lend new cheer to classrooms.

AMERICAN SEATING



WORLD'S LEADER IN PUBLIC SEATING

Grand Rapids 2, Mich. — Branch Offices and Distributors in Principal Cities. Mfrs. of School, Auditorium, Theatre, Church, Transportation, Stadium Seating; also Folding Chairs.

The Classroom of Today (Concluded from page 302)



The role of plastic in school seating is becoming increasingly apparent.



The trend toward color and increased flexibility is evident in this attractive arrangement of movable desk and chair units.



Whether the school is new or merely being modernized, flexible classroom furniture is at home. Desks can be grouped and chairs stacked out of the way when necessary. This room is at Immaculate Conception School, Highland Park, Ill.



Adaptable stacking chairs and group tables are at home in an all-purpose room or in a classroom.

school seating, too, increasing attention has been paid to this factor. Conformance to accepted standards of controlled light reflectance have indicated that this elimination of glare considerably reduces eye-strain.

Indestructible Tops

Another equally important innovation in the classroom has been the growing importance of plastic and plastic surfaces. The most recent step in this field has been the production of units constructed from a single homogeneous piece of solid plastic. Available in a wide variety of colors, they are particularly well suited to attractive kindergarten arrangements. A much less radical, but nevertheless significant, development in the field of plastics

in school equipment has been the now almost industry-wide acceptance of wood-grained plastic desk tops. A far cry from the era of carved initials, they make possible numerous activities heretofore impractical.

Adjustable Seats

A great deal, both pro and con, has been said on the matter of adjustability in desks and chairs. It unquestionably has its place. Whether it is necessary in a particular school depends almost entirely upon individual conditions. All too frequently, however, an adjustable desk may be purchased and this feature either totally ignored or abused. Where size requirements vary drastically from year to year, it is naturally invaluable. Where this

is not the case, a proper proportioning of desks and chairs—some 23 in., some 25 in., etc.—is at least equivalent, and perhaps superior. For in this way, not only the height is regulated but also the seat and back sizes. According to a study by Dr. W. Edgar Martin, U. S. Office of Education ("The Functional Body Measurements of School Age Children"), the complementary increase of all measurements should be recognized. This can only be achieved by proportional sizing.

So it can be seen that the modern trend in school furnishing encompasses not only design, flexibility, and versatility, but also the equally vital comfort, posture, and vision factors. All of these are bringing the much-heralded "Classroom of Tomorrow" ever closer to realization.

Radio Corporation of America
Department L-3, Building 2-3
Camden, New Jersey

Please send me the complete story on

- ☐ RCA 400 Projectors
☐ RCA Sound Systems for Schools

NAME _____ TITLE _____
SCHOOL _____
ADDRESS _____
CITY _____ ZONE _____ STATE _____

on RCA

...for Sound Systems to fit every requirement of size and activity

A truly dependable RCA Sound System adds real flexibility, steps up efficiency in any school building. Administrators, teachers and pupils keep in close, constant contact. Teaching moves toward broader horizons; activities are better coordinated.

RCA engineers designed and developed the complete line of RCA Sound Consoles for school use. Each model is a master communications control center. From it, you reach a single classroom or any number of outlets you desire. An "all-call" switch puts you in instant contact with the entire school. And for the last word in versatility, your RCA Sound Console can be installed complete with AM-FM radio, three-speed phonograph, or tape-recorder.

Your choice of an RCA Sound System brings the secure feeling that you're backed by the knowledge and facilities of an RCA Engineered Sound Distributor. Depend on him for skilled installation, inexpensive expansion and change. At your disposal, too, you'll find the nationwide technical resources of RCA Service Company. There's a handy brochure with the RCA School Sound System dependability story. Check, fill out and mail the coupon above and your copy will be on its way.



EDUCATIONAL SERVICES

RADIO CORPORATION of AMERICA

CAMDEN, N. J.

Audio-Visual Aids

(Concluded from page 8A)

(Basic Skills): (1 reel, running time 11 minutes, sound, color, B & W). At a summer job on a construction site, Bob observes the carpenter, plumber, bricklayer, electrician, painter, plasterer, and glazier at work. He discovers that his interests and aptitudes fit him for a vocation in the building trades and, when he returns to school, finds that each of his subjects will contribute to this future work.

THE STORY OF CITRUS FRUITS: (1 reel,

running time 11 minutes, sound, color, B & W). Visiting his uncle's citrus grove, Bill learns about the cultivation and processing of citrus fruits. We see how seedlings are grown in nurseries, how trees are cultivated, how the fruits are harvested, and processed.

LET'S MEASURE: PINTS, QUARTS AND GALLONS: (1 reel, running time 11 minutes, sound, color, B & W). Finds Ricky puzzling about liquid measures as mother makes punch. Experimenting, he discovers numerical relationships among the standard measures and learns that the shape of a measure does not affect quantity.

LET'S MEASURE: OUNCES, POUNDS, AND TONS: (1 reel, running time 11 minutes, sound, color, B & W). A pound of cotton and a pound of iron bolts look different, but Tommy uses the scale and finds that each weight is the same. He finds the way to build up a pound through adding ounces ($\frac{1}{4}$ lb. and $\frac{1}{2}$ lb. are introduced); he discovers some of the ways we use measurements of weight, and he begins to learn to estimate weight of common articles.

How the Indians Lived

THE JAM HANDY ORGANIZATION

2821 East Grand Blvd.

Detroit 11, Mich.

HOW THE INDIANS LIVED: Throughout our American culture of today runs the rich heritage of the first inhabitants of the continent. Names of places, foods, medicines are only a few categories that show how the Indians have left a lasting influence on our lives. The individual titles are:

WOODLAND INDIANS (Iroquois), PLAINS INDIANS (Dakota), SOUTHWEST INDIANS (Hopi), SOUTHWEST INDIANS (Navajo), NORTHWEST INDIANS (Salish).

Classroom tested for use in primary and early elementary grades, the series is particularly adapted to the areas of social studies and language arts. The new filmstrips help the child to gain a basic knowledge of how different Indian tribes lived. They show similarities and differences between tribes and emphasize how environment influenced the Indians' choice of food, clothing, and shelter. They also help develop an understanding of a way of life different from ours and provide basic knowledge of the way the Indians found the necessities of life.

Arithmetic and Jewelry

YOUNG AMERICA FILMS, INC.

18 East 41st St.

New York 17, N. Y.

Two new sets of educational filmstrips are being released this month by Young America Films under the titles of ARITHMETIC SERIES (6 color filmstrips for elementary schools) and JEWELRY AND SILVERSMITHING SERIES (6 color filmstrips for high schools and colleges.)

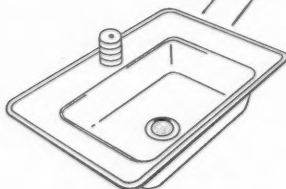
ARITHMETIC SERIES: (Set No. 1) consists of these six individual filmstrips: *What are Numbers*, *Reading and Writing Whole Numbers*, *Addition and Subtraction* (Part 1), *Addition and Subtraction* (Part 2), *Multiplication and Division*, and *Solving Problems*.

JEWELRY AND SILVERSMITHING SERIES is a new set of filmstrips for the arts and crafts classes; it consists of these six filmstrips: *Design in Jewelry*, *Tools and Techniques*, *Soldering Techniques*, *Jewelry Finishing*, *Sand Casting and Holloware*, and *Enameling*.



Bowls are furnished in stainless steel or vitreous enamel, 6" deep. Outside dimensions, 16" x 24". Other fittings such as combination bubbler and faucet can be furnished on special order.

Same unit, shown below, furnished as a Wash Fixture, has standard Bradley Sprayhead to supply water for hand washing. Has foot-control of water supply, and bowl is self-flushing to prevent collection of used dirty water.



Here are the latest in ultra-sanitary, long-life Counter Type Drinking Fountains—the model shown above equipped with one bubbler and one glass filler faucet. Bowls are full stainless steel with stainless steel mounting rim—easy to keep spotlessly clean with minimum maintenance.

The Bradley line of Drinking Fountains also includes pedestal, single and multiple types. Write for latest specifications to BRADLEY WASHFOUNTAIN CO., 2279 W. Michigan Street, Milwaukee 1, Wisconsin.

BRADLEY
drinking fountains

See pages 18 and 19 of Catalog 5601.

Distributed Through Plumbing Wholesalers

teach
"TOUCH"



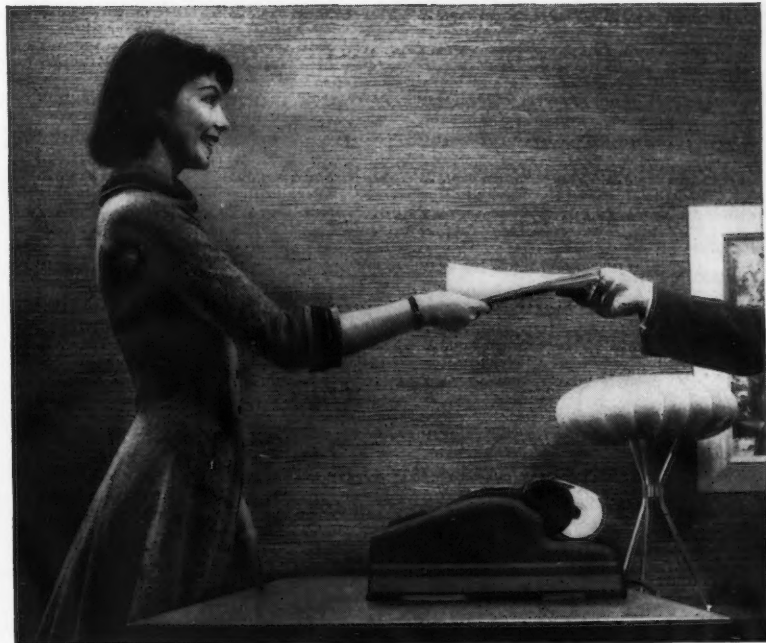
Recently Remington Rand introduced a new, complete, ten-lesson course in touch operation of 10-key figuring machines. The response of Business Teachers from all over the country to this offer has been tremendous.

This overwhelming acceptance clearly testifies to a growing preference for adding and calculating machines offering the simplicity and accuracy of 10-key keyboards. It also points up the need for school training on these machines to meet the growing need for operators.

This complete, new course is available to you now. It contains all the necessary materials including instructor's guide, exercise sets, students' handbooks, wall charts, certificates of proficiency, etc. And... Remington Rand will be glad to assist by counsel in helping you set up your 10-key instruction program.

Send for free descriptive folder. Write to Remington Rand, Room 2140, 315 Fourth Ave., New York 10. Ask for your free copy of A857.

AND
watch students



GO
ahead in business!

Remington Rand
 DIVISION OF SPERRY RAND CORPORATION

Citizens Now and Forever

Sister M. Joyce, O.S.F.

(Continued from page 298)

The last reason given sums up all with finality that leaves no room for further questioning with, "Doesn't our Holy Father want us to do these things?"

More Common Activities

Government Comes to Life: Municipal or city government is just another lifeless, bookish term until an enthusiastic group of club members has the chance to meet their own alderman face to face at a common council meeting. "We, the people" takes on a new *personal* meaning when explained in the council chamber itself by the president of the city council, just before an actual meeting begins.

The good enunciation, clear, precise, and quick thinking (that Sister emphasized so often with but meager results), courteous presentation, and a tone of conviction all seem absolutely essential now as the grave discussion of the aldermen gets under way.

A visit to the mayor's quarters immediately after this, helps to emphasize that "We" feeling. The interested young Americans regret that the mayor had to leave suddenly on urgent business just before

their arrival. At any rate, the chapter on municipal government in their civics text can now be understood and enjoyed.

Respect for Property: Processing new books as a club project teaches the members an appreciation, unobtainable otherwise, of both books and librarians as well. Another crying need of today, respect for property, one's own and others' is hereby inculcated. The following proves our last statement. After the above-mentioned activity was completed the students were offered a chance to varnish their own new textbooks, if they so desired. More than three fourths of the class eagerly accepted the opportunity.

Spirit of Helpfulness: *Young Catholic Messengers*, property of the respective club members, can easily serve a second purpose, that of helping missionaries in foreign lands. That the second purpose is deeply appreciated is clearly proved by letters acknowledging the receipt of such periodicals. Addresses of teachers anxious to receive these helps are supplied by the *Messenger* itself or the accompanying *Teacher's Guide*. The response from mis-

sionaries in India, the Philippines, Africa, or any other mission field directly to the club members are anxiously awaited. The secretary reads this correspondence at the regular meeting. Besides good audience contact this gives the necessary occasional impetus to the members for more endeavors of the same kind, or new ones like it. A good example of the latter is the simple collecting of pencil stubs and crayon stubs. The pathetic plea of the Chile missionary who has only one pencil for every twenty pupils seldom goes unheeded.

Funds necessary for all this sending is no small item. This very need can be used as an impelling, decisive motivating force for a vimful paper sale conducted by the CIVICS CLUB as an extracurricular activity.

Safety Promotion

Being an interested, vivacious member of a safety patrol in a large elementary school is a veritable training ground of civic duties and a testing ground of civic virtues. According to some in-service cadets it "has a way of teaching us many things." Listen to the patrolmen themselves:

... a good teen-age patrolman makes a driver who will not need a courtesy campaign.

(Concluded on page 32A)

Keynote for a Modern School

Griggs Skyliner

Choose Skyliner furniture for your classrooms . . . be assured that its sleek, streamlined design will keep your school modern in appearance for years and years. And Skyliner's outstanding durability and comforts are integral parts of the design that make it a better buy . . .

Shown at right is the Griggs Skyliner No. 450 Chair Desk . . . available in five colors.



Write for new, complete, Griggs Seating catalog

GRIGGS



Equipment, Inc. Belton, Texas

MANUFACTURERS OF SCHOOL, CHURCH, AND THEATRE SEATING



McQuaid Jesuit High School
Rochester, New York
Architect: Joseph P. Flynn

ASSURED EYE-COMFORT. makes a better classroom

Eye-Comfort® is assured where there's an abundance of quality illumination, properly controlled and free from glare. Curtis Light and Sound Conditioning Systems®, like that shown, combine Assured Eye-Comfort® illumination with a medium to control excessive noise, eliminating two causes of student malfunctioning—improper lighting and inadequate sound control. So make your classrooms a better place to learn with a Curtis Eye-Comfort® Light and Sound Conditioning System®. Send the coupon for information on this and all Curtis Assured Eye-Comfort® School Lighting Systems.  

CURTIS LIGHTING, INC.
6135 W. 65th St., Chicago 38, Illinois



in Los Angeles: 242 S.
Anderson St., Los
Angeles 33, California
in Canada: 195 Wick-
stead Ave., Toronto
17, Canada

CURTIS LIGHTING, INC., Dept. M-13, 6135 W. 65th St., Chicago 38, Illinois
Please send information on Curtis Assured Eye-Comfort® School Lighting
Systems to

Name _____
Company _____
Address _____
City _____ State _____

Citizens Now and Forever

(Concluded from page 30A)

... the kids taught me valuable lessons in gratitude and politeness.

... their looking for help makes us want to give it.

... it makes me feel important (satisfaction of a job well done).

... trains one's observation.

... one must be alert.

... I love the chance to give a helping to our teachers, already overworked.

... received excellent practice in making decisions.

Election Year Activities

In this presidential election year what could be more apropos than an intensified program on the all important, truly American privilege of the franchise? Added voters actually at the polls make the difference. Parents and even other adults can be reached and convinced via their children. By creating enough enthusiasm in school, the overflow will bring results in the homes. A sincere questioning (not the smart-alec kind) group of teen-agers can do much to awaken adults from their apathy toward voting in general, and the men to be selected in particular.

Always begin with a positive approach. Queries may be as simple and direct as: Pop (or Mom or both) why do *you* think N.N. would make a good senator, governor, representative, president, etc.? Qualifications of one kind or another will inevitably follow. With parents from one generation and the inquirer from another,

a bit of wholesome disagreement on the qualifications themselves, and as to whether the man in question REALLY possess them, is just as inevitable. Both parents and children may wind up with a sincere conviction that they must find MORE and MORE AUTHENTIC information. Is not this the exact fulfillment of our desire? If a negative item can be used just as effectively, use it.

The following proposals accompanied by practical suggestions for the class may bring to mind more of a similar nature to help increase the number of voters. Tennyson's wisdom about prayer is still true today so why not begin there?

1. United, constant prayer early in the season for voters and candidates. PRACTICE: Special remembrance at daily Mass and at the hour prayer. Particular class will suggest others.

2. GET-OUT-TO-VOTE posters coupled with offer of baby sitting "for free" while busy mothers go to the polls. PRACTICES: Make and display numerous and humorous catchy posters. Boys and girls offer the above mentioned service. Handle this systematically through an efficient committee.

3. Assist the aged, crippled, or otherwise incapacitated to the polls. PRACTICES: Reading and discussion (solicit adult help) on topics necessary to make intelligent well informed voters. Supply transportation at a convenient time on election day.

4. Gear lesson plans in school to arouse interest, enthusiasm, and love of the franchise, and to produce that ideal questioning teenager mentioned above. PRACTICE: Send questionnaire home.

5. Acquaint students with truly qualified characters, historical and contemporary. PRACTICE: Research to prove there are many and to learn the kinds of men who have benefitted America most (means of teaching the qualifications necessary).

6. Teach students how to vote correctly. PRACTICE: Conduct a mock election early enough to influence those you desire to influence.

7. Study the LOCAL statistics obtained from the questionnaire referred to above. PRACTICE: Graph the results on large display cards showing the comparison with state and national per cent of voters at polls.

8. Counteract any mud slinging that crops up. PRACTICES: Analyze it, trying to uncover motive or reason and apply Christian outlook. Publicize charitable instances gleaned from biographical material. Most of all pray for both, the one doing, and the one being done unto.

The foregoing are but a few of the many things that have been or can be accomplished by active, alert, unselfish members of Catholic Civics Clubs, as they learn how to become American and Christian. It is well to convince ourselves that our students DO LOVE IT. A mutual voicing of concrete facts by more of our experienced teachers (whom we know are DOING things) will prove helpful to other teachers, and what is even more important, fruitful in the lives of our enthusiastic Catholic American youth. Former Civics Club officers consistently becoming the class officers during their high school days in public institutions is not merely accidental. May it not be a bit of proof that we are getting results?

If enough ideas are submitted each teacher can select those which best suit her purpose, or else change or modify them to do so. She in turn can pass on this new idea, and so on and on. Thus as MORE and BETTER citizens are made for TIME and ETERNITY, both teachers and the students will also enjoy the training process.

Secular Educator Notes Need for Religion

"Schools pride themselves on educating the whole man, but if they ignore religion, they are ignoring one of the greatest areas of human experience," Dr. HOMER P. RAINEY told the third annual Colorado Junior College Association conference held in Pueblo, Colo. Dr. Rainey, a faculty member of the University of Colorado, has been president of University of Texas, Bucknell University in Pennsylvania, Franklin College in Indiana, and Stephens College in Columbia, Mo. Dr. Rainey said schools talk about the importance of passing on to students our cultural heritage, but they are deficient when they fail to stress religion, one of the most important parts of our heritage.



The Civics Club of Grade 8 at St. Veronica School are Visitors at a meeting of the Milwaukee Common Council. Photo by the "Milwaukee Sentinel."

EVERYTHING YOU WANT IN A CHALKBOARD

Can Now Be Yours in **BECKLEY-CARDY**

New—Revolutionary

You have never seen a chalkboard like SlatoSteel! Try to mark its flint-hard surface with a coin — the coin flakes off but the SlatoSteel surface is unharmed. In every test, SlatoSteel comes out best.



Permanence ●

With the strength of steel and toughness of porcelain it outlives even the building. The fired green finish can never fade or wear out.

Legibility ●

The vitreous enamel writing surface cuts regular chalk crayon into clean, sharp lines that stand out strong and clear.

Writeability ●

Automatic electrostatic spraying assures SlatoSteel a uniform matte surface with just the right "bite" for chalk.

Appearance ●

A perfectly even Litegreen color that adds a distinctive modern appearance to any classroom.

"Plus" Service ●

Magnetic letters, figures and symbols provide "touch and feel" learning and magnetic clips allow use as a posting surface.

Ease of Cleaning ●

The non-porous surface erases clean with felt erasers and can be renewed by washing as often as necessary, like any vitreous enamel appliance in your home.

Simple Installation ●

Weights only 2½ lbs. per sq. ft. so sheets can be readily handled, cut to size, and installed by regular workmen without expensive wall construction.

No Upkeep ●

The lifetime Silicate finished sheet steel is permanent and never needs renewing or refinishing.

Build for the future with SlatoSteel — it will fit your budget.

**Beckley-
Cardy**

BECKLEY-CARDY COMPANY • Manufacturers
1900 N. NARRAGANSETT • CHICAGO 39, ILL.

Catholic Education News

AD MULTOS ANNOS

★ REV. WILLIAM M. MAGEE, S.J., former provincial of the Chicago Province of the Society of Jesus, celebrated his golden jubilee on September 9, at Loyola University, Chicago, where he is a professor of philosophy. Father Magee also served as president of Marquette University, Milwaukee, and a rector of John Carroll University, Cleveland.

★ REV. WILLIAM J. YOUNG, S.J., noted teacher, novice master, and translator, celebrated, on September 15, his golden jubilee in

the Society of Jesus. Father Young is perhaps best known recently for his excellent translations of spiritual classics, seven of which have been published in the past ten years.

★ ABBOT COLUMBAN TRUIS, O.S.B., of St. Joseph's Abbey recently celebrated his golden jubilee as a Benedictine and his silver jubilee as an Abbot. Abbot Columban is president of the Swiss-American Benedictines.

★ REV. VINCENT DEPAUL DEER, C.S.Sp., a member of the Duquesne University faculty, commemorated, on September 22, the silver jubilee of his ordination. Father Deer's first

assignment following ordination was to St. Patrick Teachers Training School in the British colony of Tanganyika, East Africa. In 1937, he was appointed educational secretary of the Holy Ghost Fathers schools in the Northern and Tanga provinces of Tanganyika. Father Deer has been at Duquesne University since 1946. He is an assistant professor of philosophy and director of the photography and photo-journalism courses.

★ Four Benedictine Sisters observed, on August 15, their diamond and golden jubilees in the mother house at Perryville, Pa. The four celebrants were: SISTERS M. BONIFACE NEULAND, M. PLACIDA YAHNER, and M. SCHOLASTICA STRITTMATTER who observed their 60th anniversaries, and SISTER M. IDA FRANZ who marked her 50th anniversary.

HONOR AND APPOINTMENTS

College President

REV. J. JOSEPH BLUETT, S.J., has been named president of St. Joseph's College, Philadelphia, Pa. He succeeds REV. EDWARD G. JACKLIN, S.J., whose term expired. Father Bluett has taught theology at Woodstock (Md.) College, and Loyola High School, Baltimore. In 1954, he was named associate director of the institute of industrial relations of St. Joseph's College.

Student Chaplain

REV. FINTAN R. SHONIKER, O.S.B., of St. Vincent College in Latrobe, Pa., has been appointed national chaplain of the National Federation of Catholic College Students. He will work in collaboration with Monsignor Joseph E. Schieder, director of the NCWC youth department and will serve more than 200,000 federation members in more than 220 colleges.

Double Appointment

REV. JAMES P. SHANNON, an assistant professor of history at the college since 1954, has been appointed president of both the College of St. Thomas and St. Thomas Military Academy, St. Paul, Minn. Father Shannon, who was ordained in 1946, is the youngest man ever to be president of St. Thomas. He succeeds the late REV. VINCENT FLYNN who died of a heart attack on July 6.

English Scholar Joins Georgetown

REV. MARTIN C. D'ARCY, S.J., noted English scholar and author will join the Georgetown University faculty as visiting professor of philosophy for the 1956-57 academic year. He will give a course in the graduate school on "modern philosophy and some of vital problems," and will present an honor seminar in the college of arts and sciences.

Catholic Heads Youth Group

DR. SHANE MACCARTHY, a noted Catholic college lecturer, has been appointed executive director of the President's Council of Youth Fitness. A native of County Cork, Ireland, he became a naturalized citizen of the United States in 1935. From 1943 to 1946 he served as a lieutenant commander in the United States Navy. He holds degrees from the Catholic University of America and New York University.

St. Anselm's President

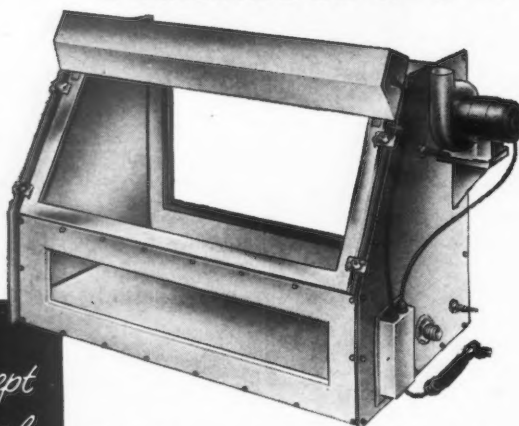
REV. GERALD F. MCCARTHY, O.S.B., executive vice-president of St. Anselm's College, Manchester, N. H., since February, 1955, has been named president of the college. Father McCarthy is the fourth president of St. Anselm's since its incorporation in 1889.

(Continued on page 36A)

NEW KEWAUNEE FLEXIHOOD



*an
advanced concept
of fume removal
for secondary
school science
labs—*



Now all science departments—chemistry, physics, biology, general science—can have a fume hood readily available for safe fume removal and hazard control. With the new, completely portable Kewaunee FLEXIHOOD, many distinct advantages are gained:

FLEXIBILITY. Readily moved to serve all science departments, permitting maximum convenience for class demonstration. Easily connected to present service facilities. Exhaust system may be floor, window or ceiling.

SAFETY. Assures complete safety in fume removal and hazard control at any location. Meets all requirements of State Boards.

ECONOMY. Substantial savings over fixed hood system. Less first cost; lower installation cost; no separate plumbing cost; no expensive blower and duct system required; lower maintenance cost; less heat loss.

COMPACTNESS. Saves valuable space. Only 36½" wide (43" with blower), 25" high, 20" deep.

FREE PLANNING MANUALS

See Kewaunee's new concepts of equipment design and classroom arrangement. Check coupon for free 44-page catalog of Educational Laboratory Equipment and 48-page Planning Manual.

Kewaunee

KEWAUNEE MFG. CO.,
Adrian, Mich.

REPRESENTATIVES IN
PRINCIPAL CITIES

MAIL COUPON FOR FULL DETAILS-----

KEWAUNEE MANUFACTURING CO.
5010 S. Center St., Adrian, Michigan

☐ Send free literature on FLEXIHOOD.

☐ Send free Laboratory Manuals 5 and 5A.

Name

Title

Address

City State

TORTURE TESTS PROVE SAMSONITE BEST CHAIR FOR SCHOOL USE

School Board Job Can Be Dangerous

By JOY REESE

It's hard work—and dangerous—being a school board member. That is if you take it conscientiously, as member Verley T. Spivey yesterday proved he does.

With a continuing building program under way in an effort to house the system's swelling enrollments, plenty of school equipment is needed.

Thousands of steel folding chairs are among this.

At meeting after meeting representatives of school furniture concerns have been present to demonstrate their chairs and to give reasons why they are superior regardless of price.

It has been confusing. And board members, charged with spending the tax-payers' money wisely and stretching a taut budget, have been anxious to purchase the right chair.

Some weeks ago, they investigated federal specifications. Only two concerns could meet these, it was stated. One representative offered testing facilities of his parent firm.

With five companies bidding, the board delayed the award at last session, requiring authentication from bidders that their chairs meet federal specifications. All five bidders furnished proof that their chairs met modified specifications and outlined tests.

Yesterday the matter was before the school board again. So were the representatives. So were their samples.

When the item was reached on the agenda, Member Verley T. Spivey stepped silently and expressionlessly from behind the semi-circular board table.

He picked up a chair, applying strong pressure to the back-rest. It buckled. Spivey put it aside. Grimacing with effort, he put each chair through the test.

Spivey jumped on the chairs.

Board members watched in awe. He dropped them on the floor legs first. A leg on one of the finest chairs opened at the seam. He stacked it with the rejects. He did not smile and he did not speak. On went the strenuous Spivey test.

Finally one chair remained, stalwart. It was stained with blood. Spivey had ripped a finger in the vigorous effort.

Then he returned to his seat. Board Chairman Ned Searcy asked if the board objected to three-minute presentations by the representatives.

"It's all right with me, but I am ready to vote," Spivey declared. So apparently were the other board members. They listened attentively to half-hearted rebuttals. But when the matter was brought to a vote, there was no discussion. The chair which stood the Spivey test won unanimously.

The award was for 2,350 chairs at a cost of \$8,704.80. The board then ordered \$9 more for good measure. The contract went neither to the highest nor the lowest bidder.

"Thank you for the award," said the winning representative appreciatively. "I hope it was not our chair which hurt your finger, Mr. Spivey."

The chairman called for next item on the agenda. The school superintendent called for bandages and mercuriolate.

The matter was closed.

In Sensational Test of 5 Different Chairs, Mr. Verley Spivey of Jacksonville, Florida School Board Shows How Only Samsonite stood Up Under Banging, Dropping and Jumping!



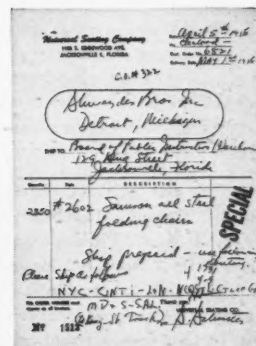
1. He Dropped Samsonite... But Couldn't Hurt It!



2. He Stomped on Samsonite... But Couldn't Bend It!



3. He Tried to Crush Samsonite... But Couldn't Dent It!



4. Result? A Big Order For 2,350 Samsonite All-Steel Folding Chairs!



REPRINTED FROM
JACKSONVILLE
JOURNAL
of Florida,
April 6, 1956

Mr. Spivey shows how he "tortured" Samsonite but couldn't hurt it!

Read it for yourself—the newspaper account of the most grueling tests ever given any chairs! 4 competitive brands of chairs, bidding for a Jacksonville school contract, were banged, dropped, crushed, jumped on by Mr. Verley Spivey of the Jacksonville School Board. While the others opened at the seams, bent or buckled, *only Samsonite all-steel folding chairs stayed firm...were still in good working condition!* Samsonite was awarded the contract by unanimous approval! Here is the most convincing proof you can have that Samsonite is the strongest, most practical, safest chair for schools in America! See for yourself. Write for the new Samsonite Institutional Seating Catalogue, today!

Samsonite

FOLDING CHAIRS...STRONGEST, LAST LONGEST

Shwyder Bros., Inc., Institutional Seating Division, Dept. CS-8, Detroit 29, Mich. Also makers of famous Samsonite Luggage, Classroom Furniture and Card Tables and Chairs for the Home.

Teaching with Magnetic Tape

BY
CHARLES WESTCOTT

ORAL GRAMMAR EXERCISES are particularly effective when you use a tape recorder. The reason is simple: exercises in which students select correct grammar forms should be *heard* rather than read if real speech improvement is to be made possible.



TESTING CAN BE DONE by having children listen to sentences. Then, using pencil and paper, they should indicate with a plus or minus sign whether the word was used correctly. Enunciation, verb tense, correct selection of words (for example, *let* or *leave*), proper word order, agreement of subject and predicate, proper use of adverbs and adjectives—all can be tested.

WHY DO SO MANY teachers use "Scotch" Brand Magnetic Tape in their classrooms? Perhaps one reason is that only "Scotch" Brand offers "dry" silicone lubrication, to make the tape glide smoothly over recorder heads. In this way, annoying squeaks, squeals, flutter and wows are reduced to a minimum. And, of course, the tape lasts longer! Another exclusive "Scotch" Brand feature enjoyed by educators in particular—the famous "Loop-lok" reel for easiest threading of tape to reel. It saves you tape . . . it saves you time.

FOUND NEW USES for magnetic tape in your classes? I'd like to hear them. And I'll be happy to answer your tape recording questions if I can. Write to me—c/o Educational Division, Minnesota Mining & Mfg. Co., 900 Fauquier Ave., St. Paul 6, Minn. Dept. BI-116

The term "Scotch" and the plaid design are registered trademarks for Magnetic Tape made in U.S.A. by Minnesota Mining and Mfg. Co., St. Paul 6, Minn. Export Sales Office: 99 Park Avenue, New York 16, N. Y. ©1956, 3M Co.

Catholic Education News

(Continued from page 34A)

Father Lord's Successor

REV. JAMES J. MCQUADE, S.J., well-known television personality and director of the religious education department of John Carroll University, Cleveland, Ohio, has been named national director of the Sodality of Our Lady and director of the Queen's Work Sodality Service Center, in St. Louis, Mo. He succeeds REV. DANIEL A. LORD, S.J., who held the post for more than 20 years. The Jesuit-sponsored movement embraces close to 18,000 Sodality units in the U. S. The sodalities aim at the sanctification of members through devotion to the Blessed Virgin and foster apostolic action under her patronage.

Heads Education Survey

REV. PAUL C. REINERT, S.J., president of St. Louis University, will serve as head of a subcommittee named to inquire into proposals for improving the nation's program of higher education. Among those serving with Father Reinert will be: DR. HAROLD C. CASE, president of Boston University; DR. GEORGE P. BERRY, dean of Harvard University's medical school; JOHN D. CONNORS, director of the AFL-CIO's department of education; and DR. PAUL L. ESSERT, professor of education, Columbia University.

New Philosophy Dean

RT. REV. JOHN K. RYAN of the Archdiocese of St. Paul has been named acting dean of the school of philosophy of the Catholic University of America. He has been professor of philosophy at the university for 25 years. He succeeds REV. IGNATIUS SMITH, O.P., who served as dean from 1946 until his retirement in August.

Thought Editor Named

REV. JOSEPH E. O'NEILL, S.J., assistant professor of English in Fordham College and the graduate school of arts and sciences, has been appointed editor of *Thought*, the Fordham University Quarterly. He succeeds REV. WILLIAM F. LYNCH, S.J. *Thought* is devoted to scholarly studies in the fields of philosophy, history, literature, and political philosophy.

School Conference Delegate

DR. CELESTINE J. NEUSSE, dean of the school of social science at the Catholic University of America, has been named as one of six U. S. delegates to a conference in Europe on "The Role of the School in the Atlantic Community." He was chosen by the U. S. Department of Health, Education, and Welfare to attend sessions to be held September 3-7 at the Palais de Chaillot in Paris under the joint sponsorship of the Atlantic Treaty Association and the secretariate of the North Atlantic Treaty Organization.

Visiting London Jesuit

REV. JOSEPH CHRISTIE, S.J., noted London preacher, journalist, and broadcaster, has joined Marquette University's faculty as a visiting instructor in theology for the 1956-57 school year. Father Christie who spoke in Milwaukee, in 1954 during his first visit to the United States, will teach applied apologetics. Father Christie is chaplain to the Catholic journalists of Fleet Street and contributes regularly to the Catholic press in England. Two of his published works include "Anglicans Anonymous" and "Red-Letter Days," a transfer of the pulpit debate technique into literary form.

(Continued on page 37A)

VISION BOOKS

For Home and School Library

Stories of great Catholics for children from 9 to 15

Many other Titles in this Series.

If interested — write for

"VISION BOOKS BROCHURE"

All Titles Are Illustrated

PRICES QUOTED RETAIL

St. John Bosco and the Children's Saint, Dominic Savio

By Catherine Beebe \$1.95
IMPRIMATUR

St. Therese and the Roses
By Helen Walker Homan \$1.95
IMPRIMATUR

Father Marquette and the Great Rivers

By August Derleth \$1.95
IMPRIMATUR

St. Francis of the Seven Seas

By Albert J. Nevins, M.M. \$1.95
IMPRIMATUR

Bernadette and the Lady

By Hertha Pauli \$1.95
IMPRIMATUR

St. Isaac and the Indians

By Milton Lomask \$1.95
IMPRIMATUR

Fighting Father Duffy

By Jim & Virginia Bishop \$1.95
IMPRIMATUR

St. Pius X, The Farm Boy Who Became Pope

By William Diethelm, O.S.B. \$1.95
IMPRIMATUR

St. Ignatius and the

Company of Jesus

By August Derleth \$1.95
IMPRIMATUR

John Carroll: Bishop and Patriot

By Milton Lomask \$1.95
IMPRIMATUR

St. Dominic and the Rosary

By Catherine Beebe \$1.95
IMPRIMATUR

The Cross in the West

By Mark Boesch \$1.95
IMPRIMATUR

THE E. M. LOHMANN CO.

Religious Articles • Books • Church Goods
413 Sibley Street St. Paul 1, Minn.

Please mention Catholic School Journal.

(Continued from page 36A)

Cardinal Gibbons Medal

U. S. SENATOR JOHN F. KENNEDY from Massachusetts has been awarded the Cardinal Gibbons Medal by the alumni association of the Catholic University of America.

Book Review Editor

BROTHER JOHN OF THE CROSS, C.S.C., librarian at St. Edward High School, 13500 Detroit Ave., Cleveland 7, Ohio, has been appointed book review editor of the Diocesan Library Association of Cleveland. He succeeds in this office SISTER M. DE SALES of St. Augustin Academy, Lakewood, Ohio, who will assume library duties at the new mother house of her Order.

REQUIESCANT IN PACE

● REV. EUGENE L. SAUPIN, S.S., former vice-president of St. Joseph's College, Mountain View, Ohio, died recently at the age of 83. Father Saupin devoted 58 of his 60 years as a priest to teaching priests. Outstanding clergymen who were his former students include: Cardinal Mooney, Archbishop of Detroit, Archbishops John J. Swint, of Wheeling, W. Va., and William O. Brady, Coadjutor of St. Paul; Bishops Russell J. McViney of Providence, James L. Connolly of Fall River, Peter L. Ireton of Richmond, Vincent S. Waters of Raleigh, Lawrence J. Shehan of Bridgeport, and John J. Russell of Charleston. A native of France, Father Saupin was ordained at Nantes on June 29, 1896. He came to the United States in 1897.

● BROTHER FRANCIS BRITZ, S.M., principal of St. Mary's High School, St. Louis, from 1946 to 1952, died, September 13, at the age of 60. A religious for 43 years Brother Britz had taught in several St. Louis schools, and also in schools in Iowa, Texas, and Illinois. He had been principal of St. Mary's Academy in San Antonio and of St. Joseph's High School in Victoria, Tex.

● SISTER JANE FRANCES LEIBELL, former president of Georgetown Visitation Junior College and three times mother superior of Georgetown Visitation Convent, died, September 17, at the age of 78.

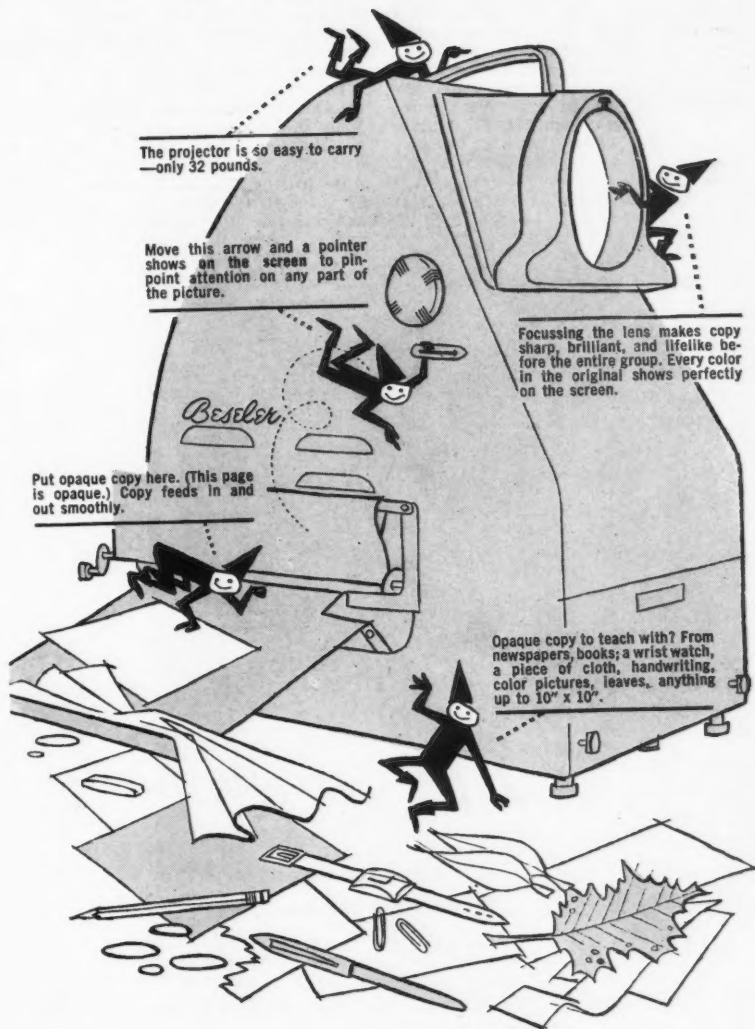
A member of the cloistered order for 55 years, Sister Jane Frances devoted her life to the teaching field. For several years she was head of the philosophy department of the college. As a young Sister she served as principal of St. Joseph's school, Washington. Well known as an author for Catholic publications, she also compiled a book *Readings and Ethics*. She translated many religious works from French into English.

● HANS CAROSSA, Catholic doctor-poet, died in his home at Rittsteig, Germany, at the age of 77. A lung specialist in Munich and Passau, Dr. Carossa received the Munich Poets' prize in 1927, the Gottfried Keller prize in 1931, and the Goethe prize in 1938 for his poetical works.

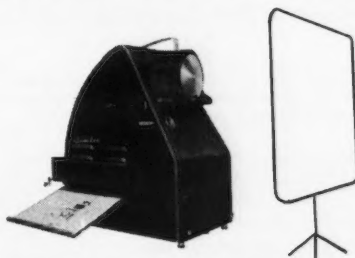
● JOHN F. X. FINN, former dean of Fordham University law school, died, September 8, at the age of 55. Mr. Finn specialized in trial and appellate practice. He is coauthor of several important legal publications including *Carmody's Manual of New York Civil Practice*, *New York Practice Manual*, and *Ash's Greater New York Charter, Ten Year Supplement*.

(Continued on page 38A)

OPAQUE PROJECTION IS SIMPLE! learn about teaching with VU-LYTE II



Now that you know HOW to use an opaque projector, we want to tell you WHY to use one. That's where the fun and drama really is. If you haven't yet read the pamphlet "TURN TEACHING INTO LEARNING" send us your name and address. It shows, with pictures, how to use pictures—to make your teaching more effective. It's Free.



VU-LYTE II

IT'S THE BRIGHTEST

CHARLES
Beseler
COMPANY

EAST ORANGE, NEW JERSEY

WORLD'S LARGEST MANUFACTURER OF OPAQUE AND OVERHEAD PROJECTION APPARATUS

Catholic Education News

(Continued from page 37A)

● **SISTER M. BERNADETTE**, a Sister of Mercy for 70 years, died, September 15, at the age of 89. Senior Sister of the Community, Sister M. Bernadette served 70 years as teacher, artist, principal, and superior in Scranton, Pa., schools and hospitals as well as serving as mistress of novices for several years. She began her teaching career at St. Ann's, Free-land, Pa. She later taught at St. Mary's, Wilkes-Barre, St. Agnes, Towanda, hospitals in Bloomsburg and Lebanon, and in a high school in Macon, Ga. At the time of her death she was stationed in St. Mary's Hos-pital, Scranton, Pa.

● **SISTER M. ROSE AILEEN**, of the Sisters of the Holy Names of Jesus and Mary, died, September 12, at Los Gatos, Calif. From 1951 until March, 1956, Sister M. Rose Aileen had served as supervisor of all the elementary schools conducted by the Sisters of the Holy Names in the state of California.

● **DR. FRANCIS ALOYSIUS RYAN**, professor of education at Fordham University and an authority in the field of Catholic education, died, September 16, in a New York hospital following a brief illness. He was 69 years old.

Dr. Ryan was the author of several books on Catholic practice and coauthor, with Dr. John D. Redden, of *A Catholic Philosophy of Education*, long considered a leading text-book in Catholic college and university courses.

He had been on the Fordham faculty for 22 years. Before that, he was assistant dean and professor of education at Loyola Univer-

sity, Chicago. He also taught educational phi-losophy at Mundelein College for Women in Chicago. Born in Canton, Mass., he received degrees from Clark and Harvard Universities and from Boston College. In 1954 he received the Bene Merenti Medal for outstanding serv-ice to Fordham University.

DIOCESAN ACTIVITIES

School Expansion in Bridgeport Diocese

REV. VINCENT P. CLEARY, superintendent of schools for the Diocese of Bridgeport (Conn.) recently released his report for the school year 1955-56, including enrollment statistics for September 30, 1955.

There were 17,867 pupils in the elementary grades, 2143 students in high school, and 1189 in colleges, seminaries, and novitiates. The elementary enrollment was an increase of 1536 over the previous year. Several drives were conducted with success for new high schools and three parishes opened new elementary schools in September, 1956, and two others replaced their old buildings with new ones.

Activities reported included: An extensive vocational program during the month of May; the second annual teachers institute in March; contributions of \$9,124.63 by the children to the Bishop's collection for welfare and emer-gency relief; participation by children of grades 3 to 12 in the letter writing campaign of the Freedom Crusade. All the parochial schools of the Diocese were accredited by the state board of education during the past year.

Successful Lunch Program

The annual school report for the Arch-diocese of Cincinnati for the year 1955-56 recently released contains an extensive report on the school lunch program in operation. The National Lunch Program, which was adapted in Cincinnati ten years ago, is show-ing definite signs of progress. This past year there were 103 schools holding federal school lunch contracts for the Type A program which provides for 1/2 of the child's dietary require-ments for the day. There were 3,761,787 Type A lunches served and 1,400,744 bottles of milk were served to children bringing a cold lunch from home. A major factor in the success of the program was the labor donated by women of the parishes. Figured at just 50 cents per hour, 231,555 man hours of work or \$115,797.46 were contributed to the program by the women of the archdiocese.

Enrollment statistics for the Archdiocese of Cincinnati for 1955-56 were as follows: 165 elementary schools enrolled 57,986 stu-dents, and 14 high schools enrolled 13,917 students. At the beginning of the school year, 12 elementary schools were on part time sessions.

An Archdiocesan Television Center

The Archdiocese of Boston has its own television studios from which a Mass is broadcast each Sunday from 9:15 to 10 a.m., over Station WNAC-TV. The project is de-scribed in the August, 1956, issue of *Broadcast News* by Rev. Walter L. Flaherty, director of the studios.

Of course, the viewing of a televised Mass does not fulfill one's obligation to attend Mass, but it does give shut-ins at home and in hospitals their only chance to "see" the Mass and also a chance to hear the music, if it is a high Mass and to hear the explanation of the Mass as the action proceeds.

The fully equipped studios of the Arch-diocese also provide a "workshop" in tele-vision technique for Sisters among the teach-ers in Catholic schools. Films and other

(Continued on page 40A)

GAYLORD
Quality Cards
and Pockets

**... the library world's
standard of excellence**

UNIFORMITY of stock, of color, ruling and printing, precision rotary cutting . . . these are but a few of many rigidly controlled details that give you the best cards and pockets at the lowest cost.

PACKAGING is important too. Cards are banded in hundreds to keep them tight, clean, easier to use. Strong, well-made boxes protect all cards and pockets so that they reach you factory-fresh, in perfect shape.

Paying strict attention to little details is a Gaylord by-word. Only in this way—making library supplies *with care*—can we give you the products that you deserve for your library.

For more than 60 years high quality library products like those shown here have been standard items with Gaylord. Write for the samples you require. Always prompt delivery.

GAYLORD BROS., INC.

SYRACUSE, N. Y. STOCKTON, CALIF.

"The house of prompt, friendly, personal service"

Greater freedom

in room arrangement



Otto Haisley School,
Ann Arbor, Michigan

Louis C. Kingscott and
Associates, Inc.
Architects and Engineers
Kalamazoo, Michigan

Shirrer Construction
Company
General Contractors
Pontiac, Michigan

William Bortolotti
and Sons
Mason Contractors
Detroit, Michigan

The combination of light-directing glass block and vision strip keeps brightness at comfortable levels, provides vision and ventilation.



Acting as a daylighting team the Toplite Panels and glass block provide sufficient daylight during normal days without need for artificial lighting.

Toplite Roof Panels supplement light from sidewalls in deep rooms or completely daylight windowless rooms

Now, near the windows, and far from them, good daylight can be everywhere. No longer is it necessary to confine close detail work to the area nearest the windows. Toplite Roof Panels permit daylighting of all building areas regardless of location or distance from exterior walls.

The prismatic glass units in O-I Toplite Panels "think" before they transmit the sun's rays. Needed North light and the soft low rays from the South are readily accepted. But rays from the high summer sun are rejected. Glare and heat of old-fashioned skylights are eliminated.

The complete story of this great new advance in efficient utilization of free daylight is available in a new booklet on Toplite Roof Panels. For your free copy, write today: Kimble Glass Company, subsidiary of Owens-Illinois, Dept. CS-11, Toledo 1, Ohio.

GLASS BLOCK AND TOPLITE ROOF PANELS
TWO ① PRODUCTS

OWENS-ILLINOIS
GENERAL OFFICES • TOLEDO 1, OHIO

Catholic Education News

(Continued from page 38A)

recordings are made in these studios. The studio equipment, including three cameras, is regular RCA equipment which is supplied to commercial stations. One of the sources of finance for the project is through the sale by RCA Victor of some musical records produced by the studios.

Secular College Courses Banned

BISHOP MARK K. CARROLL of Wichita, Kans., has forbidden some undergraduate students from his diocese in secular colleges and universities to take certain courses, particularly in psychology, philosophy, sociology, history, and economics which he fears will endanger their religious faith. In a recent pastoral letter, he directed all students under his spiritual jurisdiction who are planning to enter non-Catholic colleges anywhere to discuss their plans with their pastors or with him personally.

Bishop Carroll said he issued the directive because he had become alarmed by the findings of psychiatrists who studied the cases of American prisoners in Korea who had defected to the enemy. He said their case histories showed that, in most cases, their education was "nonreligious or even irreligious." He further said that he has had personal experience with students who had gone to secular colleges full of high ideals and religious faith and returned "as thoroughly brainwashed as they could be." The Bishop emphasized that the objectionable courses were not approved by college presidents or boards of regents.

More Schools for Retarded

The Diocese of Buffalo and the Archdiocese of Chicago each opened this fall a school for mentally retarded children. The Buffalo school which is a day school for children 6 to 16 will limit its enrollment to 75 until teachers and facilities are available to care for 250. It is staffed by the Felician Sisters aided by lay teachers. The Chicago school is a school for girls aged 6 to 16. It is being operated as a branch of St. Mary of Providence Institute which cares for more than 400 mentally retarded girls. The present enrollment of the day school is 30.

RELIGIOUS ORDERS

Benedictine Spirituality School

Special consideration for a Benedictine school of spirituality was given by members of the Sacred Studies Section of the American Benedictine Academy during a meeting recently held at St. Bernard Abbey, Cullman, Ala. Such a school could eventually develop into a Benedictine Institute of Sacred Studies in America it was stated. At first, the school probably would help meet the urgent requests for aid in the field of spiritual formation of the Benedictine Sisters, it was said but in due time its scope would be broadened.

Glenmary Vocation Center and Seminary Opened

VERY REV. CLEMENT F. BORCHERS, superior general of the Glenmary Home Missioners, Glendale, Ohio, has announced the opening of a vocation center in Chicago and a minor seminary in Fairfield, Conn. REV. JOSEPH GARTNER, professor of moral theology and canon law at Our Lady of the Fields Seminary, has been appointed rector of the Fairfield Seminary. VERY REV. RAPHAEL A. SOURD, vicar

general of the order, will head the vocational center. The center will provide vocational and informative talks about the home missions and the Glenmary apostolate. Interviews may be arranged with young people who are interested in becoming priests, Sisters, lay Brothers, and in giving their lives for the apostolic work in the underprivileged and spiritually neglected areas of America.

Maryknoll Speakers Bureau

The Maryknoll Fathers in Maryknoll, N. Y., have announced the formation of a speakers bureau of 16 missionary priests who will be available to address interested groups on various aspects of world affairs.

Jesuit Provincial Named

REV. LAURENCE M. O'NEILL, S.J., business manager of the Spanish language, semi-monthly magazine, *Revista Catolica*, published in El Paso, Tex., has been named head of the New Orleans Province of the Jesuit Fathers. He succeeds REV. A. WILLIAM GRANDELL, S.J., who has served a six-year term.

Well known in educational circles, Father O'Neill taught at the Jesuit high school in New Orleans from 1929 to 1932. He served as principal of St. John's High School in Shreveport from 1940 to 1944, and was the assistant prefect of studies for the New Orleans province from 1948 to 1952. He is a member of national educational associations.

Marianist Centenary

The Society of Mary is celebrating the centennial of its work in Cleveland, Ohio. Rev. Thomas Bodie, S.M., principal of Cathedral Latin School is chairman of the centennial activities.

(Continued on page 42A)

New from MOORE CAPS AND GOWNS IN THE NEW MIRACLE FABRICS

Soft and silky smooth, the newest MOORE materials are brightly hued, and almost airy light. A most welcome new high in appeal and comfort.

Ask for Swatch Catalog CG 16

Sale or Rental --- Hoods, Too

Contact Your Nearest Office

E. R. MOORE CO.

932 Dakin St. Chicago 13, Ill. Phone: GRaceland 7-3600
268 Norman Ave. Brooklyn 22, N. Y. Phone: EVergreen 3-2801

MOORE OF CALIFORNIA

(Successors to Cap & Gown Company of California — Established 1929)
1641 N. Allessandro St. Los Angeles 26, Calif. Phone: DUmkirk 7-3205

ALSO MAKERS OF ROBES FOR CHOIR AND CONFIRMATION —
GYMSUITS FOR GIRLS





WHICH CLASSROOM IS YOURS . . . 5 YEARS FROM NOW?

The Peabody 660 can whip any kid in the class. Built for today—will outlast your tomorrows. "Kid-tested" for years and still the winner. Extra Credits—Distinctive smooth lines; All parts in correct proportion—symmetrical; Suntan color blends with any room color scheme—proper light reflection; Solid northern hard maple wood parts; Large spacious formed steel bookbox; Flat bottom box for orderly desk-keeping; Sturdy reinforced steel box support; Rounded edges on saddle seat eliminates "under-knee" pressure; Ribbed front legs—strong and sanitary; Large hardened steel glides—kind to floors; Can be equipped with rubber shoes; Ample floor clearance to avoid crushing of dropped chalk or pencils; No exposed welds; Tamper proof adjustment; Posture correcting movable back; Adjust to student the only set up necessary; Wood parts—Suntan finish scratch resistant "Celsyn." Metal parts—Suntan ovenbaked enamel; Available with Fibresin plastic top.



*No one ever regretted
buying quality.*



PEABODY

NORTH MANCHESTER
INDIANA

Catholic Education News

(Continued from page 40A)

The Society accepted its first school in Cleveland seven years after its members came to the United States. In the year 1856, Bishop Amadeus Rappe of Cleveland met Brother John B. Stinzi, S.M., at Louisville, and invited the Society to come to Cleveland. Brother Stinzi, in that year, took charge of St. Patrick School in Cleveland.

Capuchin Seminary Opens

A seminary for the training of young men as Capuchin Franciscan priests has been opened at Hudson, N. H. Some 36 students have started at St. Francis Friary which offers a four year college course with a major in philosophy. Graduates will be qualified to pursue their theology studies at the order's seminary in Garrison, N. Y.

SIGNIFICANT BITS OF NEWS

Communism Course Planned

A priest known for his activity in the social action field will be a member of a nine-man committee set up recently in Washington to inaugurate a plan for the systematic teaching in high schools and colleges of the menace of international Communism. Rev. JOHN F. CRONIN, S.S., assistant director of the social action department of the National Catholic Welfare Conference will serve on the organizing committee. Immediate projects for the committee will include a survey of high schools, colleges, and adult education, preparation of teaching material for these schools, pilot programs in the schools, and then workshops for teachers in social sciences. President Eisenhower in a message to the group said that students must be taught to discriminate between truth and falsehood. "Specifically this is when they must be taught to discriminate between the American form of government and the Soviet form."

50 Schools Adopt TV

Students in 50 Catholic schools in the Archdiocese of St. Louis will study by television in some of their classes this year. The program will be beamed over educational TV station KETC. A committee of public and Catholic school educators will choose programs to be sent to the schools. Study guides, schedules, and evaluation sheets have been sent to schools in advance of the broadcasting.

Parental Objection Biggest Vocation Block

Today's soft living and parental opposition are the two principal reasons for the critical



A Golden Jubilee Mass. These three priests were schoolmates at St. Mary's School, Racine, Wis., in 1889.

dearth in religious vocations a seminary professor told the members of the Indianapolis Serra Club. Rev. BERNARD BECK, O.S.B., vice-rector of St. Meinrad Seminary, Indianapolis, said, "Surveys indicate that only one third of those who have actually been ordained or who have made their vows in religion received any encouragement from their parents during their preparatory studies." He cited a recent survey which showed that 59 per cent of the men and 72 per cent of the women who have achieved their religious vocations endured some opposition from their parents. "It ranged all the way from ridicule to downright violence," Father Beck added. The opposition comes principally from the mother, particularly in the case of girls, Father Beck said.

He rejected the argument that boys and girls coming out of the eighth grade are "too young and immature" to know their own minds in the matter of a life's vocation. "We think nothing of permitting youngsters to decide on athletic careers and the like at an early age," Father Beck said.

NEW COURSES

Civil Defense Course

Immaculate Conception High School in Elmhurst, Ill., inaugurated this fall a new course. In connection with its regular class in physics, the school integrated a program for civil defense monitoring. The course is conducted by SISTER M. JOHN BAPTIST who has recently been certified by the department of education, Springfield, as a radiological defense instructor.

College Art Classes

Children's art classes in painting and clay modeling are being offered at the College of Steubenville, Steubenville, Ohio, from September 22 through December 15. Separate classes are available for children six through nine and for those 10 through 16.

MEETINGS

Pax Romana Convention

Pax Romana, international movement of Catholic students and scholars, will hold a congress in Rome, in April, 1957, to commemorate the tenth anniversary of its founding. The theme of the congress is to be: The Role of the Intellectual in the Formation of a World Community. This theme will be developed under the subtopics: World Communism and Universal Christian Vision; Culture in a World Which Is Being United; and Science at the Service of the New Human Community.

Catholic Psychologists Meet

The American Catholic Psychological Association held its annual meeting on September 1 at the Lewis Tower Campus of Loyola University, Chicago. The meeting was held in conjunction with the convention of the American Psychological Association. The general theme was "Perpetual Research and Theory." Speakers included Sister Marian Dolores Robinson of Marylhurst College, Marylhurst, Ore., and Rev. John W. Stafford, C.S.V., of the Catholic University of America. Monsignor Timothy J. Gannon, Loras College, Dubuque, was installed as the association's new president at the meeting.

Social Action Conference

The second annual National Catholic Social Action Conference was held, September 7, at Xavier University, New Orleans. Lively, down to earth discussion and exchange of ideas for the development of social action education and activities featured the sessions. Both Rev.

Edward Schadt of Omaha, Neb., and Very Rev. Francis W. Carney of Cleveland, dwelt upon the need for adult education to meet issues arising in modern times. Father Schadt's address dealt with the setup of existing facilities for adult education in Catholic colleges and dioceses. Father Carney, citing the confusion that exists in the minds of many secular adult educators, which reflects confusion about the aims of education in general, held that the Catholic Church with a basic and fundamental education philosophy is in a position to formulate a much more definite philosophy of adult education.

International Catechetical Session

"Religious Education Today" was the theme of the International Catechetical Session held, August 1-12, at St. Ignatius Institute, Antwerp, Belgium. Some 450 delegates from 32 nations and five continents attended the session whose aim it was to promote religious education "in our spiritually underdeveloped contemporary world." Rev. George Delcuve, S.J., chairman of the convention and director of the Lumen Vitae Center in Brussels, in his opening address reported that in Latin America, a continent peopled mainly by baptized Christians, it is estimated that 70 per cent have not received any thorough, systematic religious education. "Religious ignorance, in the words of Pius XI," he said, "is 'an open wound in the side of the Church.'"

CCD Congress

More than 10,000 members of the hierarchy, clergy, and laity representing 24 archdioceses and 83 dioceses attended the tenth national congress of the Confraternity of Christian Doctrine held in Buffalo, N. Y., September 26-30. The keynote address was given by Most Rev. JOHN J. WRIGHT, D.D., Bishop of Worcester, Mass., who asked for a program that would penetrate the minds of "even devout Christians" whose busy schedule leaves them little time for a systematic presentation of Catholic precepts. "The supreme task of the Church," Bishop Wright declared, "is the defense and spread of Christian concepts. This mission is so vital he added, that all the good works of the Church and the or-

(Continued on page 44A)



Recipients of honorary degrees at St. Benedict's College, Atchison, Kans., L. to R.: Charles J. McNeil, Dayton, Ohio, past president of the Catholic Press Association, and general manager of Geo. A. Plaum Publisher, Inc.; Abbot Cuthbert McDonald, president of the college who conferred the degrees; Rt. Rev. Msgr. Charles A. Stimac, Kansas City, Kans.; Robert F. Wadick, Seattle, Wash. The three men who received the honorary degrees are alumni of St. Benedict's College.



School of Design — North Carolina State College. F. Carter Williams, A.I.A., Architect. The staff of the School of Design collaborating. George Matsumoto, A.I.A., Consulting Architect. Dickerson, Inc., Contractor. Lupton Curtain-Wall Systems, Type H.

School of Design features colorful Lupton Curtain-Walls

Warm, rich tones of tapestry brick are complemented by neutral gray aluminum in the Lupton Curtain-Walls of this new school. To relieve the building's severity, accent panels in the Curtain-Walls are deep, vibrant blue-green. (These show as a darker gray in the photograph). Being Lupton Curtain-Walls, they could be as colorful as Jacob's Coat or as quiet as Quaker garb, for they are made according to *your* architect's designs.

Freedom in design and beauty are only two reasons for the increasing use of Lupton Curtain-

Walls for schools. Prefabricated and erected under one contract, they cut construction time, and save money.

That new addition or school you're planning might be a better building if it has Lupton Curtain-Walls . . . the modern way to build modern buildings. Ask your architect for details or write for complete information . . .

MICHAEL FLYNN MANUFACTURING CO.

Main Office and Plant: 700 E. Godfrey Avenue, Phila. 24, Pa.

New York Office: 51 E. 42nd Street, New York 17, N. Y.

West Coast Office: 672 S. Lafayette Park Place, Los Angeles 57, Calif.

Stockton Office and Warehouse: 1441 Fremont Street, Stockton, Calif.

Cincinnati Office: DeSales Bldg., 1620 Madison Rd., Cincinnati 6, Ohio

Sales Offices and Representatives in Other Principal Cities

LUPTON

METAL WINDOWS AND CURTAIN-WALLS

Teacher's Pet-

Best Pen for School Use!



Whatever handwriting system you teach... there's just the right Esterbrook point to help each student write neater, clearer and more legibly. More than 30 different point styles to choose from to satisfy every individual writing preference.

Esterbrook pens are modestly priced to meet student budgets. Should the point ever become damaged there is no need to return an Esterbrook to the factory. An identical "Renew-Point" can be purchased economically at any pen counter.



Thread the point of your choice... into the barrel.

CHOOSE the right point for the way you write—by number.

1551 Student

1555 Shorthand

2550 Bookkeeping

2668 General writing

Esterbrook®

FOUNTAIN PEN

Catholic Education News

(Continued from page 42A)

ganization works of mercy are now second to the task of bearing witness to the truths by which men are made free."

SISTER M. MADALEVA, president of St. Mary's College, Notre Dame, Ind., resounded Bishop Wright's plea for a thinking Church. She said, "Our Catholic colleges are offering excellent courses in theology and scriptures." She appealed to the laity "to come in and build up our parishes." Pope Pius XII sent a message to the congress in which he declared, "the Confraternity shows that it is well aware of the invaluable services which a zealous and well-trained laity can render to their Bishops and priests in the vital task of making the truths of our religion better known and better approached."

CONTESTS

Student Essay Contest

The Catholic Association for International Peace will sponsor a student essay contest on the subject, "Social Justice in the International Community," during the school year 1956-57. The contest, which is being conducted in memory of the late Senator David I. Walsh of Massachusetts, is open to juniors and seniors in colleges and universities throughout the United States, and also to seminarians in the first and second year of philosophy. The competition, which will run until March 1, 1957, offers a first prize of \$300 with second and third prizes of \$200 and \$100 respectively, and 20 honorable mention prizes of a one-year contributing membership in CAIP. Complete rules of the contest are listed on the official contest announcement which is available on request from CAIP headquarters, 1312 Massachusetts Ave., N.W., Washington 5, D. C.

Alert Citizen Contest

A \$7,900 prize contest for essays on "The Alert Citizen and Civil Liberties" has been announced by the Institute of Social Order and the editors of *Social Order*, magazine published by the Jesuit research institute with headquarters at St. Louis University. The contest which is being financed by the "Fund for the Republic" offers a first prize of \$1,000. The contest is open to undergraduates in accredited senior colleges and universities who have either junior or senior standing and are currently or regularly enrolled. They must carry a major (or concentration) in political science or an equivalent field such as government, political philosophy, public administration, etc.

The manuscript must not be more than 5000 words in length but may be in any literary form: essay, narrative, story, drama, allegory, etc. Complete details about the contest may be obtained from Saint Louis University, Office of Public Information.

Kodak's Photography Contest

Eastman Kodak Co., Rochester, N. Y., has announced its 12th annual national high school photographic awards. The contest which is open to students throughout the United States and its territorial possessions will award a total of \$5,000 in prizes. There is no limit to the number of photos an entrant may submit. The primary qualifications are that the pictures must have been taken by the students themselves since April 1, 1956, and that these same photos have not been previously entered in any national contests. Entries can

(Continued on page 45A)

STUDENT UNIFORMS



• Superior tailoring, creative styling, proper fit and modest prices have gained for us a nationwide reputation. We invite you to try Graubard Uniforms... confident that you will then join the growing number of schools who always specify Graubard's Uniforms.

Meeting the requirements of the Marylike Crusade!

WRITE TODAY!

Send for Complete Information and Prices on Our Large Selection of School Uniforms and Blouses for Grammar Schools, High Schools and Academies.

GRAUBARD'S

266 MULBERRY STREET
NEWARK 2, NEW JERSEY

Catholic Education News

(Continued from page 44A)

be sent in between January 1 and March 31, 1957. Winners will be announced in May, 1957. Further information about the awards may be obtained from the National High School Photographic Awards, 343 State Street, Rochester 4, N. Y.

PUBLIC SCHOOL RELATIONS

Bible Instruction Stopped

The Albemarle County School Board in Virginia has withdrawn its permission for use of public school classrooms for religious instruction on a released time basis. The action was taken after the local Catholic pastor, Rev. J. Bernard Moore of Holy Comforter Church, asked that he be allowed to instruct Catholic children in Church doctrine in public schools. The board said that this would not be "nondenominational." In his petition, Father Moore maintained that the system adopted in September, 1955, of teaching a Protestant version of the Bible did not qualify as "nondenominational" instruction. He said that the teaching of the Protestant Bible obviously must be recognized as non-Catholic and non-Jewish instruction.

Catholics Swamp Public School

Some 150 Catholic children registered this fall at the new and crowded Broadmoor Elementary school in Baton Rouge, La., because they had no bus transportation to the parochial school. Transportation had been discontinued in accordance with school board policy which stated that transportation should be provided for parochial school children only when it was provided for children attending the public school in the city. Following the sudden surge of enrollment at the Broadmoor school, the East Baton Rouge Parish School board voted 5-2 to provide free bus transportation for children living outside the city to attend Our Lady of Mercy Catholic School in Baton Rouge.

Religion Classes Grow

The Confraternity of Christian Doctrine in Chicago recently reported that during the school year 1955-56 a total of 45,464 Catholic public school children received religious instruction in the parishes of the Archdiocese. Of this group, 30,934 were instructed on the released time basis.

Federal Control Dangerous

"Outside of Communism itself, there is no greater danger to our country than the growth and promotion of federal control of education," declared His Eminence James Francis Cardinal MacIntyre, Archbishop of Los Angeles, in a recent news conference held in Dallas, Tex. "If our youth are trained without the fundamentals that were handed down to us, we are going to have a definitely socialistic country," he affirmed. The Cardinal was defending tax exemption for religious-sponsored schools, an issue still being fought out in California.

COLLEGES & UNIVERSITIES

College Students Oppose Segregation

The National Federation of Catholic College Students has gone on record for the second time against segregation in the schools. Noting the need for reiterating its past stand

(Continued on page 46A)

New



**MC CUSTOM
PROJECTOR
300 and 500
WATT MODELS**

**For 2" x 2" Slides,
Single and Double
Frame
Filmstrip**

The famous MC Custom Projector, now available in 300 and 500 watt models, is unexcelled in screen performance and convenience of operation. Designed for classroom and small auditorium use, the MC Custom is ideally suited for all 2" x 2" slides and filmstrip projection. Compare the many outstanding features.

FEATURES

- Choice of 3½", 5" and 7" projection lenses — American Optical top-quality with the exclusive Americote coating.
- Pressurized cooling — reliable protection to film and slides. Keeps projector cool for comfortable handling at all times.
- Removable filmstrip unit — accommodates single and double frame filmstrip — no glass pressure plates to scratch or mar film emulsion.
- Auto-focus slide changer with exclusive ejector spring — all slides perfectly centered regardless of mount.
- 360° rotatable front — stops anywhere to perfectly center picture on screen — compensates for unevenness in screen or projection table.
- Elevating lever — fingertip control with positive action.
- Lift-off carrying case made of durable wood — leatherette covered, scuff-proof, waterproof, standard with all MC models.

American Optical
COMPANY

CHELSEA, MASSACHUSETTS

Catholic Education News

(Continued from page 45A)

on the matter, the 13th national congress held in Cleveland called upon student governments "to examine their campus situations and work for the abolition of all discriminatory practices." The resolution urged Catholic college students to support the bishops in their area in implementing integration in the schools.

Class for Older Folk

Classes for senior citizens have been added to the regular courses offered at St. Louis University's adult education department and are now being conducted in the current fall semester. Included in the extra classes are preparation for retirement, successful living in later years, and programming for older people.

String Orchestra Course

DePaul University initiated this September a new string orchestra course for religious. The course is part of a program to encourage the organization of string orchestra groups in Chicago area schools. Both a beginners and an advanced class are being offered. The beginners class will stress the basic techniques, teaching problems, methods, materials, and the organization of school string orchestra groups while the advanced class will cover advanced techniques, harmonics, teaching problems, methods, and materials for programs. Along with the course DePaul will also offer the assistance of string instrument teachers to schools wishing to organize such groups.

Newman Clubs Expand

Newman clubs are planning to bolster their educational programs to deal with the

likelihood that greater numbers of Catholic students will have to attend non-Catholic colleges and universities in the years immediately ahead. REV. CHARLES ALBRIGHT, C.S.P., executive secretary of the National Newman Club Federation has announced the organization's plan is to set up minimum standards for club libraries and basic requirements for classes taught in the clubs. Father Albright said efforts will be aimed at strengthening the programs in three areas: apologetics, moral theology, and Catholic doctrine.

Novitiate Affiliates with Marquette

An affiliation between Marquette University and the Jesuit Novitiate at Oshkosh, Wis., has been announced. Marquette will grant academic credit through the college of liberal arts for novitiate classes in the classics, education, and speech. The four faculty members named were: Rev. Hillard L. Brozowski, S.J., assistant professor of classics and assistant to the dean of the college of liberal arts, Rev. William G. Renn, S.J., instructor in the classics; Rev. Joseph D. Sheehan, S.J., instructor in education, and Rev. Paul A. Thetreau, S.J., instructor in speech.

Medical School Grants

The Ford Foundation has announced the awarding of \$500,000 grants to 44 privately supported medical schools in the U. S. Five Catholic schools among the recipients were: Creighton University School of Medicine, Omaha, Neb., Georgetown University School of Medicine, Washington, D. C., Marquette University School of Medicine, Milwaukee, Wis., St. Louis University School of Medicine, St. Louis, Mo., and Stritch School of Medicine of Loyola University, Chicago, Ill.

The grants are to be held by the recipient institutions as invested endowment for at least ten years. During this time the income

from the endowment may be expended for instructional purposes. Excluded from purposes of the grants are construction and research needs. After a ten-year period the medical schools will be free to use the principal sum as well as endowment income.

Master of Science (Teaching)

St. John's University (75 Lewis Ave., Brooklyn 6, N. Y.) now is offering a five-year course for prospective teachers of high school science and mathematics. This is a definite, concrete contribution to the relief of the alarming present shortage of teachers in this field so vitally important to our national welfare. Of course, college graduates with necessary undergraduate credits (including required courses in education) may enroll directly in the graduate school.

Expansion of Courses in Philosophy

Duquesne University has added many new graduate courses in philosophy, according to Rev. Henry Koren, department chairman. For the past five years the department has been importing faculty members from leading European universities.

World Premiere of Opera

St. Mary's College, South Bend, Ind., held, at the formal opening of Moreau Hall, its new \$2,500,000 fine arts building, a world premiere presentation of "The Marriage of Figaro" by the NBC Opera Company, on October 11.

Rare Music Degrees

Bachelor degrees in sacred music were conferred at the June commencement exercises of Manhattanville College of the Sacred Heart,

(Concluded on page 48A)

Just in time for Christmas!

...and thrill the kids!

Personalized GIFT PENCILS

12 PERSONALIZED PENCILS

50¢

Names printed in gold on each. Packed in attractive Christmas box. Big bargain at only

3 PERSONALIZED PENCILS

17¢

Your name printed in gold on each, in attractive "Greeting Card" Christmas box.

4 PERSONALIZED PENCILS

20¢

Names printed in gold on each, in attractive "Greeting Card" Christmas box.

4 HEXAGON PENCILS

11¢

Imprinted: Season's Greeting, or Greetings from your Teacher. Attractive Christmas box.

"SLIDE-RULE" PENCIL BOX

35¢

Entire set includes: 4 personalized pencils in plastic box, ruler, sharpener, and multiplication table. All this for only

Rush Your Order Today --- Mail Coupon Now ---

THE CINCINNATI PENCIL CO., INC.
Box 146, Nitro, West Virginia

Please send me the gift pencils as indicated on the attached sheet. Names to be imprinted are also attached. (Offer good in U.S.A. only.)

ADDRESS.....

NAME.....

CITY.....State.....

THE CINCINNATI PENCIL CO. • Box 146 • Nitro, West Virginia



STEEL FURNITURE AND LOCKERS

MODERN IN STYLE... BUILT FOR SERVICE



SINGLE-TIER LOCKERS



DOUBLE-TIER LOCKERS

BOX LOCKERS



No. 6647 TEACHER'S DESK

No. 6276 LIBRARY TABLE

No. 810 UTILITY CHAIR

ASE Quality — Cheaper By The Year As The Years Go By

ASE Steel School Furniture keeps that "like-new" look year after year. Quality built for service and efficiency. Withstands the wear and tear of youthful activity. Bonderite treated to assure a lustrous permanent finish... anchors paint to metal, provides a corrosion-resistant surface. Lastingly beautiful and always in style. For classrooms, offices and libraries. Lockers for halls, locker rooms, field houses. Let us assist you in your planning. Write for information today.



No. 3487 STORAGE CABINET



No. 5401 FILE



No. 6629 PRINCIPAL'S DESK



No. 835 PRINCIPAL'S CHAIR



No. 840
Secretary's
Chair



No. 540
Drafting
Chair



Blueprint File



There's an ASE dealer near you

ALL-STEEL EQUIPMENT INC.

Aurora, Illinois

Catholic Education News

(Concluded from page 46A)

Purchase, N. Y. This was the first time such degrees were awarded by the women's college reported to be the only American institution and the only women's college in the world empowered to grant this degree. The college is affiliated with the Pontifical Institute of Sacred Music in Rome and has the approval of the Board of Regents of the University of the State of New York. The degree entitles recipients, if they wish, to start graduate studies in Rome.

New Teaching Course

A new course of study leading to a degree of master of science that is designed to prepare

for careers for high school science and mathematics teachers is being offered in the St. John's University school of education. The new program provides high school graduates with a five-year course of study, with concentration in the fields of science, mathematics, and education.

Mental Health Grant

Loyola University, Chicago, has received a grant of \$151,470 from the National Institute of Mental Health. The grant is part of a national program under the auspices of the Institute, a mental health curriculum for theological students. Harvard University and Yeshiva University of New York City are the other schools in the project. It is designed to enable theological students to better understand the emotional problems of the people they will later serve. At Loyola the project

will be headed by Rev. Vincent V. Herr, S.J., chairman of the department of psychology, and Rev. William J. Devlin, S.J., professor of psychiatry and psychology at Loyola's Stritch School of Medicine.

Metropolitan Planning Institute

Manhattan College has established an Institute of Metropolitan Planning and Re-development to assist corporations, citizens, and local governments in the Metropolitan area with planning and redevelopment problems. Brother Amandus Leo, dean of the school of engineering, was named chairman of the Institute. In the past, organizations have sought the help of individual faculty members. The Institute will be able to give more expeditious and expert service and will help solve larger and more complicated problems. The facilities of all of the schools, particularly engineering, will be available for the work of the Institute.

Graduate Course on Exceptional Child

The department of education at the Catholic University of America has instituted a course leading to a master's degree centered on the exceptional child. Rev. Bernard T. Rattigan, Ph.D., chairman of the department describes the course as a new concept in learning to guide the blind and/or deaf child.

Ph.D. in Economics

The degree of doctor of philosophy in economics is being offered by the University of Notre Dame, beginning this fall. Principal area of concentration, for the time being, will be in the field of industrial relations.

COMING CONVENTIONS

Nov. 1-2. **Educational Conference**, Biltmore Hotel, New York, N. Y. Secretary: Miss Grace Turner, % Educational Record's Bureau, 21 Audubon Avenue, New York, N. Y.

Nov. 29-30. **Texas State Teachers Association**, Hotel Rice, Houston, Tex. Secretary: Charles H. Tennyson, 316 West 12th St., Austin 1, Tex.

Dec. 3-5. **Northwest Association of Secondary and Higher Schools**, Portland, Ore., Multnomah Hotel. Secretary: F. L. Stetson, University of Oregon.

Dec. 3-7. **American Vocational Association**, St. Louis, Mo. Kiel Auditorium. Secretary: M. D. Morley, 1010 Vermont Ave., N.W., Washington 5, D. C.

Dec. 6-8. **Ohio Education Association**, Cincinnati, Ohio, Sheraton-Gibson Hotel. Secretary: Mr. Walton B. Bliss, 213 E. Broad St., Columbus, Ohio.

Dec. 26-30. **National Association of Biology Teachers**, New York City, Sheraton-McAlpen Hotel. Secretary: Paul V. Webster, Bryan City Schools, Bryan, Ohio.

Dec. 27-29. **Illinois Education Association**, Chicago, Ill. Hotel Sherman. Secretary: Irving F. Pearson, 100 E. Edwards, Springfield, Ill.

Dec. 27-29. **National Council of Teachers of Mathematics**, (17th Christmas meeting) at Jonesboro, Ark., Arkansas State College. Secretary: M. A. Ahrendt, 1201 16th St., N.W., Washington 6, D. C. Exhibits: Lyle J. Dixon, NCTM, Arkansas State College, State College (via Jonesboro), Ark.

Dec. 27-29. **Pennsylvania State Education Association**, Harrisburg, Pa., Penn-Harris Hotel. Secretary: Dr. H. A. Gayman, 400 North Third St., Harrisburg, Pa.

Dec. 28-30. **American Association of Teachers of Spanish & Portuguese**, Washington, D. C., Hotel Mayflower. Secretary: L. H. Turk, De Pauw University, Greencastle, Ind.

Dec. 28-30. **American Catholic Historical Association**, St. Louis, Mo., Sheraton-Jefferson Hotel. Secretary: Rt. Rev. John Tracy Ellis, Catholic University of America, Washington, D. C.

Perfect...
**FOR THE CLASSROOM
OR SCHOOL LIBRARY!**

Teachers and students
alike... have the **RIGHT
BOOKS** at their finger-
tips...

BRO-DART'S UTILI-TRUCK

32" long—31" high—13" wide, holds 50-75 average size books and has sloping shelves for easy title reading. Steers with "finger touch" ease and is NEVER IN THE WAY—finished in blonde or beautiful walnut stain.



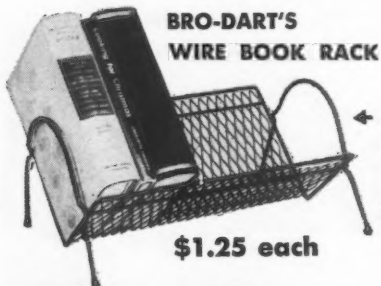
\$49.95 each

BRO-DART'S "JIFFY" BOOK RACK

Only 20" long, yet holds 15-18 average size books. Ideal for teacher's desk or spot displays around classroom and library.



\$3.75 each



**BRO-DART'S
WIRE BOOK RACK**

\$1.25 each

← Holds 8 to 10 books... finished in black, it resembles modern wrought iron and is a really economical way to display books.

Bro-Dart INDUSTRIES
LIBRARY EFFICIENCY DIVISION

72 EAST ALPINE ST., NEWARK, 5, N. J.

1882 SO. SEPULVEDA BLVD., LOS ANGELES 25, CALIF.

write for information
on quantity prices



**SCHIEBER
IN-WALL**



**SCHIEBER
PORTA-FOLD**



**SCHIEBER
MOBIL-FOLD**



**SCHIEBER
TRANSI-FOLD**

Thousands of schools across the country are equipped with Schieber Folding Tables and Benches. Schieber predominates in this type equipment because of its superior quality, absence of service problems and easier and safer operation. Parishes hesitant about adopting this type equipment, might well check on the experience of other parish schools where it is in use.

**PARTIAL LIST OF PAROCHIAL SCHOOLS
NOW EQUIPPED WITH SCHIEBER FOLDING
TABLES AND BENCHES**



CALIFORNIA

Manteca, St. Anthony's
San Francisco,
St. Anthony's
Atherton, St. Joseph's

CONNECTICUT

Greenwich, St. Mary's
Trumbull, St. Teresa
Bridgeport,
St. Augustine's
E. Hartford, St. Rose's

FLORIDA

Daytona Beach, Our
Lady of Lourdes

ILLINOIS

Chicago, St. Patrick's
Chicago, Mt. Carmel
Highland Park,
Immaculate Conception
Oak Park, Ascension
Evanston, St. Nicholas
Chicago, St. Tarcissus
Oak Park, Fenwick

IOWA

Pocahontas, Sacred Heart

MARYLAND

Baltimore, St. Benedict's

MASSACHUSETTS

Dorchester, St. Gregory's
Worcester, St. John's

Newton, Boston College
Concord, Rose Hawthorne
Southbridge, Notre Dame
Fitchburg, Notre Dame
Lawrence, Sacred Heart

MICHIGAN

Birmingham, Holy Name
Detroit, Our Lady of
Mercy
Grand Rapids, Catholic
Central
Dearborn, St. Bernadette
Dearborn, Sacred Heart
Detroit, Catholic Central
Detroit, Bethesda
Missionary Temple
Hamtramck, St. Florian
Monroe, Zion Evangelical
Lutheran
Muskegon, Catholic
Central

MINNESOTA

St. Paul Central Elem.
Lutheran

MISSOURI

St. Louis, Ascension
Lutheran
Kansas City, DeLaSalle
Military Academy

NEBRASKA

Omaha, St. Cecilia's

NEW YORK

Amsterdam, St. Mary's
Batavia, St. Mary's

New York, Blessed
Sacrament
Indian Lake, St. Joseph's
Boys Camp
Syracuse, Christian
Brothers Academy
Boston, St. John the
Baptist
Yonkers, Christ the King

OHIO

Coldwater, Catholic Parish
Dayton, Shiloh Church
Dayton, Faith Lutheran
Dayton, St. Helen
Gates Mills, St. Francis
of Assisi
Lima, St. Charles
Port Clinton, Immaculate
Conception
Sandusky, Holy Angels

OREGON

Portland, Servite Chapel

PENNSYLVANIA

Harrisburg, Our Lady of
the Blessed Sacrament

SOUTH CAROLINA

Columbia, St. Joseph's

TEXAS

Port Arthur, Trinity
Lutheran
Fort Worth, Our Lady of
Victory
Houston, Mt. Carmel
San Antonio, St. Anne's
San Antonio, Mount
Sacred Heart

VIRGINIA

Arlington, St. Charles
Groveton, St. Louis

WASHINGTON

Bellevue, Sacred Heart

WISCONSIN

Sheboygan, St. Clement's
Milwaukee, Notre Dame
Sheboygan, St. Peter
Claver
Rhineland, Zion
Evangelical Lutheran

WRITE FOR
OUR PAROCHIAL
SCHOOL FOLDER,
TODAY





Dolch

Aids-to-Reading will help You develop a balanced Reading Program

Dolch Aids-to-Reading Materials, devised by Edward W. Dolch, Professor of Education Emeritus, University of Illinois will contribute to the success of any reading program. The Dolch Materials are designed to meet the individual needs of children in developing readiness, a sight vocabulary, and sounding attack. Twenty-two items provide a wide range of teacher helps from kindergarten to grade eight. They are *learning games* which require little or no teacher direction.



The *Basic Vocabulary Series* books give primary children independent reading at the earliest possible moment. The *Pleasure Reading Series* provides books that are fun to read for children in the third grade and up to high school. The books in these two series help develop confidence, fluency, comprehension, and above all an eagerness to read.

HOME EDITION IN STORES

Some of the Dolch Aids-to-Reading Games, as well as the Dolch Books are now available in retail stores for use in the home. The distributors, The Gelles-Widmer Co., 7530 Forsyth Blvd., St. Louis 5, Mo., have a pamphlet, written by Professor Dolch, *The Play-Way to Learning*, which is directed to parents. It also illustrates and describes the games and books, and is free to teachers and P.T.A.'s in needed quantities upon request.

THE GARRARD PRESS

Dept. J5, Champaign, Illinois

- ☐ Send DOLCH Aids-to-Reading Catalog.
- ☐ Send sample copy "The Play-Way to Learning" with order form for free supply.

Teacher _____

Address _____

New Books of Value to Teachers

Reader and Workbook Series

By Elizabeth Cameron. Paper, each 60 pp., 25 cents. *Away I go*, pre-primer, *All About Baby*, pre-primer, *We Live on a Farm*, primer, *A Wish for Billy*, first reader. Wonder Books, Inc., New York 10, N. Y.

Here are attractive, inexpensive reading books for the pre-school child and the child just beginning to read. The stories are simple and well presented for the learning reader, and the workbook section contains a wide variety of things to do, things to read, songs to sing, and games to play. Parents and primary teachers should welcome this worthwhile supplementary reading matter offered at a new low price.

Effective Business English

Fourth Edition. By Dr. Robert R. Aurner. Cloth, 598 pp. South-Western Publishing Co., Cincinnati, Ohio.

A 12th grade textbook that might well serve as an English reference book in the average business office. Three very complete sections cover in detail the fundamentals of good writing, the structure of effective business letters, and the rules for proper word division, addressing, abbreviations, salutations, punctuation, and the correction of type-written forms, letters, and transcripts.

Individual Differences in Elementary and Secondary School Children

Ed. by Rev. Wm. F. Jenks, C.Ss.R. Paper, 234 pp., \$2.75. The Catholic University of America Press, 620 Michigan Ave., N.E., Washington 17, D. C., 1956.

The proceedings of the workshop conducted at the Catholic University of America, June 10-21, 1955.

Essential Mathematics Series

By Howard F. Fehr and Veryl Schult. Cloth. Grade Seven, Book I, Arithmetic at Work, 416 pp., \$2.80. Grade Eight, Book II, Arithmetic in Life, 448 pp., \$3. D. C. Heath & Co., Boston 16, Mass.

With only a minimum of introduction both of these arithmetic books launch into new material right in the first chapter. Review matter on general fundamentals usually presented first is saved for later when it is worked in intermittently. All new material is at sometime, however, related to material previously learned. Emphasis throughout is on meaningful presentation of each arithmetical process. Special provision is made in each book for both the slow and gifted pupil. Abundant review, test, and practice material is also provided.

The Catholic in Secular Education

By James M. O'Neill. Cloth, 172 pp., \$3.50. Longmans, Green & Co., New York 3, N. Y.

Dr. O'Neill, who has spent 46 years in secular education, from first grade through graduate school, presents accurate information on the conditions, atmosphere, dangers, and opportunities faced by Catholic students in secular education — there are more than 4,000,000 of them. He doesn't advocate that Catholic students enroll in secular schools, but he warns them that they should have a solid foundation in the Faith, for their own salvation and for the enlightenment of other students and faculty members; and he urges many more Catholic scholars to teach in secular universities.

(Continued on page 51A)

no mistake about it!



A good Secretary needs brains

and her A.W. FABER ERASERSTIK

An ERASERSTIK won't teach you how to spell—but it will whisk away spelling mistakes that even the best Secretaries accidentally make.

Assuming you have been well-trained by a good Secretarial school, your A.W. FABER ERASERSTIK will help you turn out beautiful, mistake-free letters without "ghosts" or frizzles.

ERASERSTIK gets into narrow spaces, takes out one letter without blurring the word. Give yourself the advantage of ERASERSTIK and put yourself in the way of a better paying job. Pick one up at your Dealer today.

TEACHERS: FREE sample available for class demonstration. Write on school stationery.

A.W. FABER-CASTELL

PENCIL CO., INC. NEWARK 3, N. J.

New Books

(Continued from page 50A)

Cartoon Key to Heaven

By Rev. R. J. Schubert. Paper, 48 pp. St. Francis Minor Seminary, Milwaukee 7, Wis.

Here is a picture book of philosophy which explains in clever cartoon style the five proofs for God's existence, man's spiritual being, his immortality, the proofs for revelation, and various other basic Catholic beliefs. Each is explained in an appealing, easy to follow, step-by-step process in which all the essential steps are covered. A highly simplified and well-illustrated presentation, it should prove a valuable teaching aid. It displays an imprimatur.

Teaching Johnny to Read

By Rudolph Flesch. Cloth, 92 pp., \$1.50. Grosset & Dunlap, New York 10, N. Y.

Advocates of the phonics method of teaching reading should welcome this reading exercise book. It is a reprint of 72 of the reading exercises which originally appeared in *Why Johnny Can't Read* by Mr. Flesch.

Your Child Can Learn to Read

By Margaret McEathron, M.A. Cloth, 92 pp., \$1.50. Grosset & Dunlap, New York 10, N. Y.

Attributing equal importance to the word memorization method and the phonic method of teaching reading the author of this book presents a teaching method that combines the two. She explains clearly in the opening pages the causes of children's reading problems and the principles and purposes of the two different teaching methods. Forty lessons follow which further explain the fundamentals including the teaching of symbols and sounds, consonant and vowel sounds, rules for division and pronunciation, and helps for spelling. A real aid to mothers and teachers alike are the pages of detailed instruction preceding each lesson.

Familiar Situations, Book I (Ideas for Composition)

By John H. Treanor. Paper, 47 pp., 8 by 11. Educational Advisory Center, 400 Boylston St., Boston, Mass.

This is an exercise book to train grade and junior high school pupils in "seeing, hearing, smelling, tasting, and feeling," in such situations as a birthday party, a bus station, Christmas Eve, shopping, getting supper, a traffic jam, Thanksgiving. It is one of Treanor's English Series: *Exercises in Grammar*.

Sept Petites Croix Dans Un Carnet

By Georges Simenon. Cloth, 131 pp., \$1.60. D. C. Heath & Co., Boston, Mass.

This is a short detective story in French. Helpful notes and a vocabulary are provided at the end.

Progressive German Readers: Books One to Five

Edited by Werner F. Leopold. Cloth, 216 pp., \$2.40. D. C. Heath & Co., Boston, Mass. Actually five books in one, this German reader is jam-packed with valuable reading selections and exercises. Presented in this one book are ten humorous discussions centering around a fictitious ape, ten imaginary radio programs, a modified version of Nibelungen, an account of the death of the historical Dr. Faustus, information about his development into a legendary figure, a discussion of a performance of Goethe's *Faust*, a fictional ac-

(Continued on page 52A)

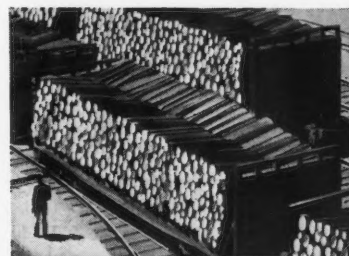


AMERICA'S RAILROADS MAKE THE CONNECTIONS!

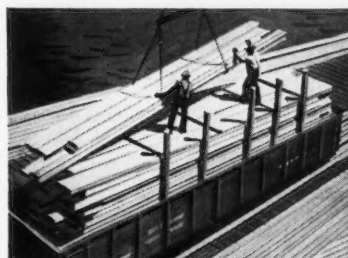
"Timber!" And down comes a mighty tree. It may be cut up into lumber (some trees can supply enough to build a 5-room house), or it may provide pulp for paper, veneer for plywood and furniture, chemicals for hundreds of useful products — all with the help of dependable, economical railroad transportation.



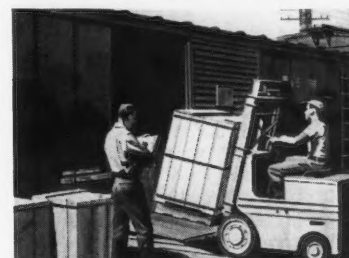
Trees are one of our most valuable national resources. Many lumber companies have established large-scale "tree farms" where timber is grown as a crop to supply wood for our future needs.



After branches are trimmed, huge logs are hauled to sawmills to be cut into lumber of various shapes and sizes. The lumber, in turn, is shipped to yards and finishing mills all over America.



About a third of our wood is used for lumber. Much of the rest is converted to pulp for making paper. Newspapers and magazines and most of the books in schools and libraries are printed on paper made from wood pulp.



Almost every freight train that stops at your town delivers many useful products derived from trees. There are literally thousands of them, including pencils and pianos, toys and telegraph poles, rayon and cellophane.

Joining the many far-flung steps in this vital industry is the world's most efficient mass-transportation system. The heart of that system is our railroads, serving you at lower average cost than any other form of general transportation.

**Association of
American Railroads**
WASHINGTON 6, D. C.



Reprints of this advertisement about America's railroads and the country they serve will be mailed to you for use in your classroom work upon your request for advertisement No. 27.

New Books

(Continued from page 51A)

count of the last days of Generalissimo Wallenstein, and an introduction to Schiller and his Wallenstein.

1, 2, 3, 4, 5

By Arthur Gregor. Cloth, 26 pp. J. B. Lippincott Co., Philadelphia, Pa.

This is a novel number book which introduces the numbers 1 to 12 by means of verse and full page human interest photographs. Its attractive layout should appeal to children and make it an effective teaching aid.

How to Run a Book Fair

By Dorothy L. McFadden. Paper, 36 pp., 60 cents. Children's Book Council, New York 19, N. Y.

Various book fair committees contributed suggestions to this booklet filling it to overflowing with ideas for a successful book fair. It should be a must on the supply list of anyone planning a book fair.

Book Puzzle Pad

By Eugene Maleska. Paper, 35 page pad. 35 cents. Children's Book Council, New York 19, N. Y.

This is a crossword puzzle type exercise by which famous books, characters, and authors can be learned. It can be easily adapted for several follow-up projects.

Music Education: Principles and Programs

By James L. Mursell. Cloth, 396 pp., \$3.75.

Silver, Burdett & Co., New York, N. Y.

Authored by a national leader in music education who is an authority on teaching and the psychology of learning, this book delves deeply into a discussion of the principles of music education. Thirteen basic principles are set up and a chapter is devoted to each. The reasons behind each principle and its application to the school music program are discussed at length. Three general areas are considered: the foundations of the music program which includes its aims, its orientation, and its general content; special areas of the program such as music reading, singing, playing instruments, rhythmic activities, and listening; and co-ordination of the program which involves integration, creation, and administration.

The Language Arts in the Catholic Elementary School

Edited by Sister Mary Ramon Langdon, O.P., M.A. Paper, 175 pp., \$2.75. The Catholic University of America Press, Washington 17, D. C.

This is a report of the proceedings of the Workshop of the Language Arts in the Catholic Elementary School conducted at the Catholic University of America, June 10 to 21, 1955. The main topics discussed were: The Philosophy of Language, Language in the Child's Total Development, Helping Children Develop Effective Oral Communication, Guiding Children in Written Communication, Creative Dramatics: Setting our Sights in Focus, Children Who Have Special Language Problems, and An Evaluation of Methods of Teaching Spelling. The speakers included such authorities as: Very Rev. George C. Reilly, O.P., S.T.Dr., Ph.D., associate professor of philosophy, Catholic University of America,

Sister M. Francis Assisi Pielmeier, C.S.A., Ph.D., instructor in psychology and education, Marian College, Fond du Lac, Wis., Sister Thomas More Hunt, O.P., M.A., instructor in speech and drama, Edgewood College of the Sacred Heart and Campus School, Madison, Wis., and James A. Fitzgerald, Ph.D., author, *The Teaching of Spelling*, and *A Basic Life Spelling Vocabulary*.

Our World and Its Peoples

By Edward R. Kolevzon and John A. Heine. Cloth, 511 pp., \$4.48. Allyn & Bacon, Inc., Boston 8, Mass.

An up-to-date geography book that presents world geography in light of its historical and sociological determinants. Background information galore makes this a truly superior text. Over 150 special purpose maps are included along with 62 large full detail maps. Seven geographic regions of the world are studied and the problems peculiar to the people of each area are covered thoroughly.

Educators Guide to Free Slidefilms

Eighth Annual Edition. Compiled and edited by Mary Foley Horkheimer and John W. Diffor, M.A. Paper, 188 pp., \$5. Educators Progress Service, Randolph, Wis.

Ninety of the 631 slidefilms listed in this completely revised guide are new titles. As in previous editions complete information is given about the slides including such details as whether they are sound or silent, the number of frames and running time, annotations, names and addresses of agencies, and terms and conditions of loans. Thirty-one of the filmstrips may be retained permanently by the borrower, without charge. The films so available are indicated as such in the guide.

(Concluded on page 54A)

ONLY THE *NEW* IRWIN PROVIDES ALL THESE SUPERIORITIES!

ONE-PIECE G-E TEXTOLITE DESK TOP, attractive and exceedingly durable.

ONE-PIECE FORMED STEEL BOOK BOX WITH ROLLED EDGES AND CONVEX EMBOSSED BOTTOM.

POSTURE FORM CHAIR that induces correct sitting, provides greater comfort, minimizes fatigue . . . PROVIDES EASY EGRESS AND INGRESS.

CHAIR IS NON-SWIVEL TYPE, a feature that eliminates hitting and knocking finish off desk behind it.

BETTER APPEARANCE WHEN NOT OCCUPIED . . . more orderly . . . all chairs remain in same relative position to bookbox.

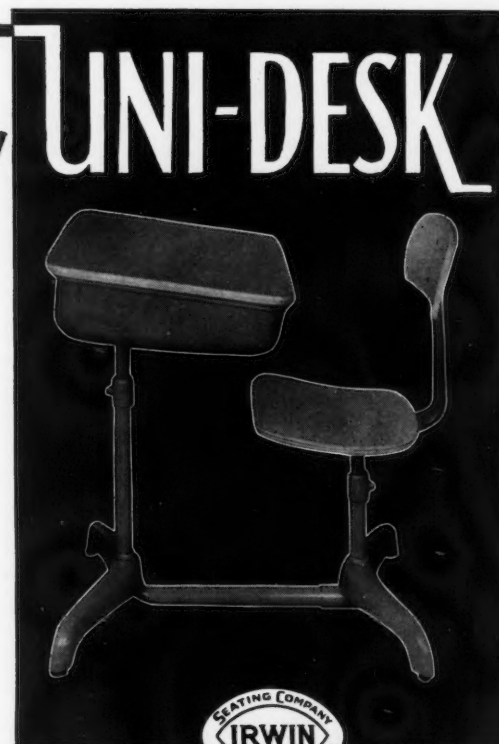
UNIVERSALLY ADJUSTABLE . . . box and chair are adjustable for height . . . frame is longitudinally adjustable.

SELF-LEVELING DEVICE eliminates jiggling caused by unevenness of floors.

MORE DESKS PER ROOM . . . actually requires 3 inches less lineal floor space per desk.

HARDENED AND POLISHED RUBBER CUSHION GLIDES.

The definite superiority of this new IRWIN UNI-DESK exemplifies the comprehensive design and sound construction characteristic of the entire IRWIN line which includes seating for every school and auditorium requirement. Why not write for our catalog, NOW?



IRWIN SEATING *Company*

GRAND RAPIDS,

MICHIGAN

A cutting table!

Machines lower and panels slip into place to make a smooth "Formica" surface for pattern pinning and cutting. 60" working surface converts to 78" by raising 1 end leaf, and to 96" when both are raised.



A sewing table!

Each new SINGER® Combination Sewing and Cutting Table holds 2 full-sized SINGER® Sewing Machine heads and provides work space for 4 students!

Teachers and students, supervisors and administrators agree . . . The SINGER Combination Table has something for everyone!

Teachers like the SINGER Combination Tables because they provide a complete sewing unit in one classroom item. They eliminate moving from machines to separate cutting tables . . . avoid bottlenecks . . . maintain order.

Students like the deep openings that accommodate their standard tote trays, and the 2 smooth-sliding drawers for handy storage. They appreciate the ample space to the left of the needle for full sweep of the garment being made.

Supervisors and Principals like the way the SINGER Combination Tables adapt to a variety of classroom arrangements—wall alignments, island formations, U formations. And they like the modern, straight-line styling of the table, available in beautiful blond or dark wood to brighten up any classroom.

Administrators like the economy features of the SINGER Combination Tables, particularly the way they adapt to conventional study classes.

The SINGER Combination Table is available at the special school discount, with any SINGER heads you prefer—Straight-Needle, Slant-Needle* or the new Swing-Needle* Automatic.

For a free folder, giving specifications and suggested classroom layouts, just mail this coupon.



SINGER SEWING CENTERS

THERE'S ONE NEAR YOUR SCHOOL

*A Trade Mark of THE SINGER MANUFACTURING COMPANY.

SINGER SEWING MACHINE CO.

Educational Dept., 149 Broadway, N.Y. 6, N.Y.

Please send folder giving details about Combination Sewing and Cutting Table, and showing suggested classroom layouts.

Name _____
Position _____
School _____ County _____
Street _____
City _____ Zone _____ State _____

McCOURT



Mary Sue



Mary Anne



Before placing your order, send for our samples! There is no obligation to buy, of course.

McCOURT'S
All American
SUPPLIERS INC.

Sue & Bob McCourt
101 W. 31st St.
N. Y. C. 1

New Books

(Concluded from page 52A)

Educators Guide to Free Films

Sixteenth Annual Edition, 1956. Compiled and edited by Mary Foley Horkheimer and John W. Diffor, M.A. Paper, 570 pp., \$6. Educators Progress Service, Randolph, Wis.

The latest edition of this ever growing free-film guide lists 3,453 titles, 766 of which are new titles. Brought completely up to date in its revision films withdrawn during the year have been deleted from it along with those films which failed to meet reasonable availability and those restricted to very limited territorial distribution.

Consumer Economic Problems

By Harmon Wilson and Elvin S. Eyster. Cloth, 731 pp. South-Western Publishing Co., Cincinnati, Ohio.

Designed to train all students how to manage their business affairs, this basic text covers ten general areas: economic wants and needs, business and government services, protections for consumers, principles of consumer buying, specific problems in buying, bank and credit agencies, personal finances, insurance protection, obtaining a home, and economic problems of the consumer. The emphasis is placed upon the application of an economic principle to the solution of a consumer problem rather than upon the theory. Economic principles and concepts are discussed repeatedly in relationship to many different problems.

Children's Catalog

Ninth Edition. Compiled by Marion L. McConnel and Dorothy H. West. Cloth, 852 pp. Available on Service Basis. H. W. Wilson Co., New York, N. Y.

A classified catalog of 3204 fiction and non-fiction books recommended by a representative group of experienced librarians and specialists in children's literature for elementary, junior high schools, and children's libraries. Arrangement in the 1956 edition has been revised and is now as follows: Part I consists of a Classified Catalog, giving for each book publisher, price, grading, subject headings, analytics, and all notes. Annotations and descriptive notes are now to be found here. Part II is an author, title, subject, and analytical index in dictionary form, containing entries for authors, illustrators, editors, and compilers as well as subjects and titles for books and parts of books. Parts III and IV consist of the list by grades and the directory of publishers.

Lumen Vitae

An International Review of Religious Education. Vol. XI, Nos. 1 and 2, Jan.-March and April-June, 1956. A quarterly review edited by the International Centre for Studies in Religious Education, 184 Rue Washington, Brussels. *Lumen Vitae* is a project of the Jesuits. English edition is represented in the United States by The Newman Bookshop, Westminster, Md., and the Catechetical Guild, 147 Fifth St., St. Paul 1, Minn. Price is \$4 per year.

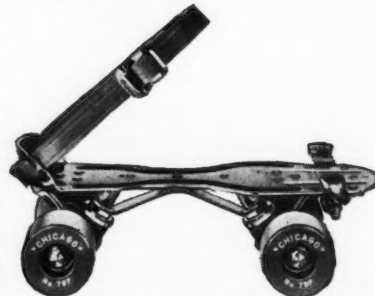
No. 1 of Vol. XI is an index to the past ten years of *Lumen Vitae*. It comprises the Analytical Table of Subjects, the Index to Articles, the List of Chronicles, the Bibliographical Index, the List of Anonymous Works, and the Index to Illustrations.

No. 2 of Vol. XI is a general survey of Religious Education in the World. Rev. John Hofinger, S.J., who has contributed studies in catechetics to the *CATHOLIC SCHOOL JOURNAL* during the past two years, has a study of Catechesis in the United States Today.

START ROLLER SKATING for maximum gym use



Roller Skating is the one sport in which all your students can participate. It handles large groups of boys and girls quickly and easily, and does not require a change of clothes. The equipment is relatively inexpensive. Little supervision is needed. That's why more and more schools are making roller skating a definite part of their physical education and recreation programs.



NEW RUBBER-PLASTIC WHEELS ARE KIND TO GYM FLOORS These new Duryte rubber-plastic wheels outwear others and are guaranteed not to mar or scratch the floors. "Chicago" has a skate designed for any type of floor surface or finish. Write today for free details on roller skating programs and skating equipment.

"CHICAGO"

Roller Skates

4494-K West Lake, Chicago 24, Ill.



"...we confirmed the amazing durability of Libbey Heat-Treated DATED Glassware ...and the operating economy it provides"

Mr. Earl L. Rheume, President of Rheume's Restaurants, Inc., Detroit, Michigan, has proved to himself the fine service and operating economy which Libbey Heat-Treated DATED Glassware provides.

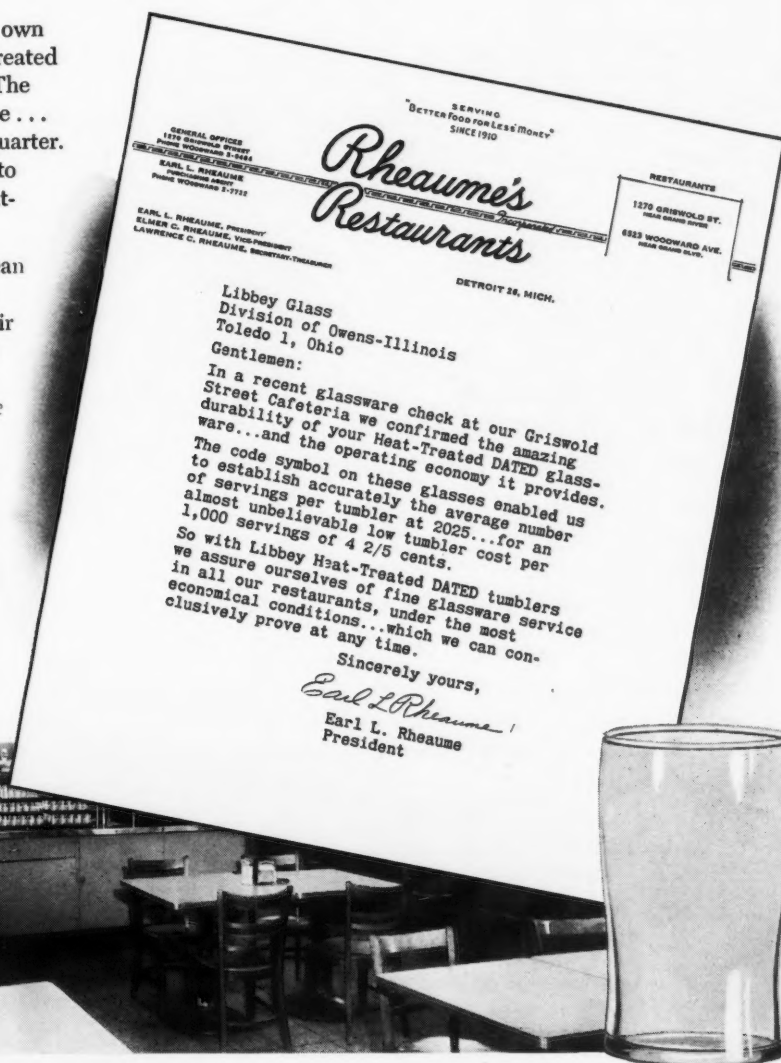
It's a simple matter to check your own glassware . . . just look at the Heat-Treated mark on the bottom of each tumbler. The numbers indicate date of manufacture . . . left shows the year, and right shows quarter. Just add up the number of servings to prove the savings possible with Heat-Treated DATED glasses.

Restaurant operators everywhere can easily establish the economy of the world's first DATED glassware, in their own operations. A code symbol on every Libbey Heat-Treated glass enables them to prove accurately the long life of this fine glassware . . .

Interior of the Woodward Avenue Restaurant, one of the Rheume's Restaurants in Detroit, Michigan, where the survey proved the economy of Libbey Heat-Treated DATED glasses! Economy further assured by Libbey's famous guarantee: "A new glass if the rim of a Libbey 'Safedge' ever chips."



Your Libbey Supply dealer has full details. See him or write to Libbey Glass, Division of Owens-Illinois, Toledo 1, Ohio.



LIBBEY HEAT-TREATED GLASSWARE
AN **①** PRODUCT

OWENS-ILLINOIS
GENERAL OFFICES • TOLEDO 1, OHIO

NEW SUPPLIES AND EQUIPMENT

ALL-ELECTRIC DUPLICATORS

Three new all-electric duplicators, each designed for a particular need, have been introduced by Minnesota Mining and Manufacturing Co., St. Paul, Minn. All of them, marketed under the brand name, "Thermo-Fax" produce copies in four to 10 seconds, and require no drying time, negatives, chemicals, darkrooms, or special training.

The "Premier," a table top copying machine makes it possible to copy from any material regardless of its thickness—from a news-

paper page to a book page. The cover of the machine rises vertically leaving a space large enough for books or magazines. The "Fourteen" another table top machine copies material up to 14 inches wide. Its operation is similar to the year-old "Secretary" copying machine—the copy paper and original are fed into the machine and return automatically in four to seven seconds with an exact replica on copy paper. The third new model is a revised version of the "Secretary" copying machine developed and restyled to accommodate the use of a new white copy paper.

(For Further Detail Circle Index Code 063)

***TV COVERS**

**BEST
TEXTBOOK PROTECTION**

Plus

***TITLE-VIEW
TRANSPARENT PLASTIC SPINES
FOR EASY TITLE IDENTIFICATION**




**PLASTI-THENE
"TITLE-VIEW"
Custom Printed
In School Colors**

Bro-Dart's exclusive *PLASTI-THENE PROTECTION is a heavy plastic coating . . .

- ACID RESISTANT • WATERPROOF
- WON'T DISCOLOR, BUBBLE OR PEEL

PLASTI-THENE TITLE-VIEW COVERS are printed to order in school colors. School name and insignia or other illustrations are printed to order.



***PLASTI-THENE and TITLE-VIEW
are registered trade marks.**

FOR SCHOOL LIBRARIES

TITLE-VIEW FIRESIDE COVERS

are for general use, have the same Plasti-Thene protection and come in assorted colors.

No Custom Printing

Bro-Dart INDUSTRIES

LIBRARY EFFICIENCY DIVISION

72 E. ALPINE ST., NEWARK 5, N. J.
1882 SO. SEPULVEDA BLVD., LOS ANGELES 25, CALIFORNIA

SEND FOR SAMPLE OF TYPE COVER YOU DESIRE AND FULL INFORMATION.



**PLASTI-THENE
"PENNANT"
No Custom Printing**



**PLASTI-THENE
"REGULAR"
Custom Printed
No Title-View Spine**

RECORDED SPEECH AUDIOMETER

Recorded speech and pure tone hearing test methods have been incorporated into an audiometer manufactured by Qualitone Co., Minneapolis 10, Minn. While pure tone testing has been widely used for years, using recorded speech has been largely confined to use by universities. Combining these two hearing test procedures into one electronic instrument gives a more concise report of the extent of the hearing loss and the ability of the individual to hear and understand speech.

Tests which may be given using the audiometer are pure tone tests which measure over-all hearing loss. These tests also determine whether a loss is of a conductive, nerve, mixed, or psychogenic nature. The speech testing facilities determine the threshold of speech understanding, comfortable level of speech and uncomfortable level of speech.

(For Further Detail Circle Index Code 064)

FINGER PAINTING SET

Binney & Smith, Inc., New York, N. Y., manufacturers of the well-known Crayola crayon, recently introduced a Crayola finger painting set. Packed in a flat yellow and green box resembling the familiar Crayola crayon box, the new set contains four tubes



Unbreakable Tubes

of high quality paint, a supply of finger paint paper, and complete instructions. There are two ounces each of red, yellow, green, and blue paint in unbreakable polyethylene tubes, easy for the smallest child to use. Completely nontoxic, it washes off easily with soap and water.

(For Further Detail Circle Index Code 065)

PORTABLE HI-FI PLAYERS

Two new highly developed high fidelity portable record players have been introduced by Audio-Master Corp., New York 17, N. Y. One model incorporates a GE Reluctance Cartridge, dual loud-speakers (8 in. and 4 in.), full range variable bass, treble and tone control, as well as a special jack for earphones. The frequency response of this unit, the A-M No. 47 is 50-15,000 cycles, with a 4-watt output. The companion model features the Collaro motor with the two-piece tone arm. The cartridge and shell plugs into the base of the arm and is easily removed and replaced. This unit, too, has Dual loud-speakers; one high fidelity 6 in. extended range and a 4 in. tweeter, as well as full range variable bass, treble and tone controls and special jack for earphones. The frequency response is 50-12,000 cycles. Additional feature of this model the A-M No. 48, is the complete automatic shut-off at the end of the record.

(For Further Detail Circle Index Code 066)

(Continued on page 59A)



**TAKING CHANCES WITH
YOUR STUDENTS . . .
INSURE THEIR SAFETY
WITH A WELL EQUIPPED
SAFETY PATROL**



**SEND FOR NEW FREE
CATALOG OF
OUR COMPLETE LINE**

- Patrol Caps
- Overseas Caps
- Felt Emblems
- Patrol Buttons
- Safety Sentinels
- Caution Flags
- Rainwear

GRAUBARD'S

**266 MULBERRY STREET
NEWARK 2, NEW JERSEY**

New Supplies

(Continued from page 56A)

TV STUDY-HALL MONITOR

Study-hall supervising is a thing of the past for the teachers at New London High School, New London, Wis. A closed-circuit television study-hall monitoring system has been set up at the school by General Precision Laboratory, Inc., Pleasantville, N. Y. The system, believed to be the first of its kind in the nation, consists of a 9-in. television camera weighing only 5 lb., its lens trained on the 100 seats in the



17 Inch Television Monitor



Camera Replaces Teacher

second-floor study hall. The 17-in. television monitor is located in the school's general office on the first floor. Coaxial cable, concealed in the ventilating ducts in the walls, connects camera and monitor. The superintendent's and principal's secretaries take turns glancing at the monitor from time to time while conducting their office work. The school's public-address system links the study hall and the office.

(For Further Detail Circle Index Code 067)

(Continued on page 60A)



PLAYTHINGS WITH A PURPOSE . . .

Scientifically designed beautifully constructed **MODERN PLAYWAY EQUIPMENT** has earned a place in leading progressive nursery schools, kindergartens and primary classrooms everywhere. They aid in the development of the child's muscular strength, co-ordination and control, offers him an incentive to think, choose and test, and at the same time holds the child's interest by offering activity which he enjoys. **MODERN PLAYWAY WORK-AND-PLAY MATERIALS** are thoroughly tested to be pedagogically correct for the teacher! — psychologically correct for the child!



SEND FOR THIS
BOOK!
"Handbook of
Educational
Work-and-Play
Materials,"
complete with
illustrations
and descrip-
tions. . .
postpaid.



Dept. CJ-89



THE AMERICAN CRAYON COMPANY
SANDUSKY, OHIO NEW YORK

**Superior Design,
Construction and
PERFORMANCE**

**far greater
strength and
SAFETY!**

AMERICAN
Approved
**PLAYGROUND AND SWIMMING
POOL EQUIPMENT**

The wise choice of experienced
buyers for nearly half a century.

WRITE FOR LITERATURE

AMERICAN
PLAYGROUND DEVICE CO.
ANDERSON, INDIANA, U.S.A.
WORLD'S LARGEST MANUFACTURERS OF FINE
PARK, PICNIC, PLAYGROUND, SWIMMING
POOL AND DRESSING ROOM EQUIPMENT

monroe
**FOLDING
BANQUET
TABLES**

**Direct Prices &
Discounts to
Schools, Churches,
Clubs, Lodges and
All Organizations**

**COMPLETE CATALOG
ON REQUEST**

TRUCKS FOR FOLDING TABLES
Monroe TS (transport - storage) Trucks make handling and storing of Folding Tables easy and quick. Combination offers.

STEEL FOLDING CHAIRS
Monroe Steel Folding Chairs in attractive range of styles, sizes and prices. Excel in comfort, easy handling and durability. Also full line of non-folding chairs, desks and combinations for classroom, cafeteria and church school use.

PORTABLE PARTITIONS
Monroe's new movable partitions change idle space into useful areas. Smooth Masonite panels, tubular steel frames. Swivel pedestals, casters or glides.

THE Monroe COMPANY
96 Church St. Colfax, Iowa

New Supplies

(Continued from page 59A)

REDUCES LIGHT GLARE

Direct and reflected glare from lights can be reduced considerably with a plastic louver diffuser enclosure recently put on the market by Curtis Lighting, Inc., Chicago. The enclosure called Curticell, is the first to combine a molded cellular louver bottom and a flat top diffusing panel. The cellular portion, which may be either translucent white or clear plastic with frosted finish, controls direct glare. The frosted diffusing panel reduces reflected glare. Direct light rays pass through four or more thicknesses of plastic, resulting in soft efficient lighting without distracting brightness. This development is especially significant for schools where lighting must be soft and glare-free and where it is desirable that lamps are not directly visible.

(For Further Detail Circle Index Code 068)

SMALL DUPLICATING CABINET

A single-door duplicating cabinet that houses a complete duplicating department in a minimum amount of space has been manufactured by Mim-E-O Stencil Files Co., Chicago, Ill. The small unit, designated Model 48SD, occupies only 20 inches square of floor space. It has a unique pocket in the door that holds a large supply of file wrappers. A handy pull-



Duplicating Cabinet

out shelf, 13 in. by 12 $\frac{1}{4}$ in., on the left side provides convenient extra working space. Made of heavy gauge, all welded steel, the unit is completely rigid and assures quiet operation for all duplicating equipment. Four adjustable glides provide instant leveling on uneven floors, or height adjustment from 28 $\frac{1}{2}$ to 30 inches. Other features include the single easy swinging dustproof door and two roomy supply shelves.

(For Further Detail Circle Index Code 069)

AUDIOTAPE LINE EXPANDED

Audio Device Inc., New York 22, N. Y., has announced the manufacture of two new types of magnetic sound recording Audiotape. The first is Super-Thin Audiotape, on a $\frac{1}{2}$ mil Mylar polyester film. This gives twice as much recording and playback time per reel as standard plastic-base tape. It is suitable for extended play applications where tape tension is not excessive. The other new tape is the Longer Recording Audiotape, on low cost 1-mil acetate. This provides 50 per cent more recording and playback time per reel. It affords maximum economy for applications where high strength is not required.

(For Further Detail Circle Index Code 070)

(Continued on page 62A)

THE all purpose DRY TEMPERA Alphacolor

**24
DISTINCTIVE
COLORS**

**SO EASY
TO MIX,
SO EASY
TO USE**

**HANDI-MIX
PAN INCLUDED
WITH PINT
CANS. ALSO IN
1 OZ. JARS**

**Preferred by
Students and
Instructors**

- WATER COLOR
- TEXTILE PAINT • FINGER PAINT • SILK SCREEN • BLOCK PAINTING • FIGURINES • POSTER PAINT • ENAMELING • OIL COLOR • COLORED INK

**ASK FOR MANUAL
A-20**

WEBER COSTELLO COMPANY
CHICAGO HEIGHTS, ILLINOIS.
Manufacturers of: Chalkboard, Chalk, Erasers, Art Material, Maps, Globes.

FREE---

NEW EDUCATIONAL KIT
for Secondary
School Teachers!

All About HOUSING
CONTAINS:

- ☐ Contest for Teachers
—\$600 in Prizes
- ☐ Contest for Students
—\$1,000 Scholarship
- ☐ Posters—Quiz Book—
Charts—Science Unit

**For your FREE kit,
write to:**

Educational Director
National Association
of Home Builders
National Housing Center
1625 L Street, N. W.
Washington 6, D. C.

You will want your girls to see "The Story of Menstruation" by Walt Disney Productions



Answering girls' "growing-up" questions is really very simple—when you have *this educational program* to help! It begins with the wonderful movie by Walt Disney Productions, "The Story of Menstruation." This 10-minute, 16 mm. film, in sound and color, has been shown to more than 20 million schoolgirls. Even though some of your students may have seen it when they were pre-teens, they'll find it helpful to see it again, from their new teen-age viewpoint. The movie and supplementing booklet "Very Personally Yours" are highly successful teaching aids being used in schools throughout the country.



"The Story of Menstruation" explains this normal function with such clarity, charm and faultless taste—it has earned the enthusiastic approval of parents, educators, doctors, nurses, church groups. Scientific facts and advice on healthy everyday living get the delightful Disney touch of humor that is reassuring as it helps drive home important points. Helps girls *understand* menstruation and adopt a wholesome, mature attitude toward

growing up. The film is available *free* (except for return postage) on short-term loan.

"Very Personally Yours"—a 20-page booklet planned for girls 12 and over—supplements the motion picture. It gives teen-age girls details about menstruation, exercises, grooming, sports, social contacts. You may order the booklet in quantity so that each girl has her own copy.

This entire program or any part of it is available to you without charge from Kimberly-Clark Corporation, the makers of Kotex sanitary napkins.



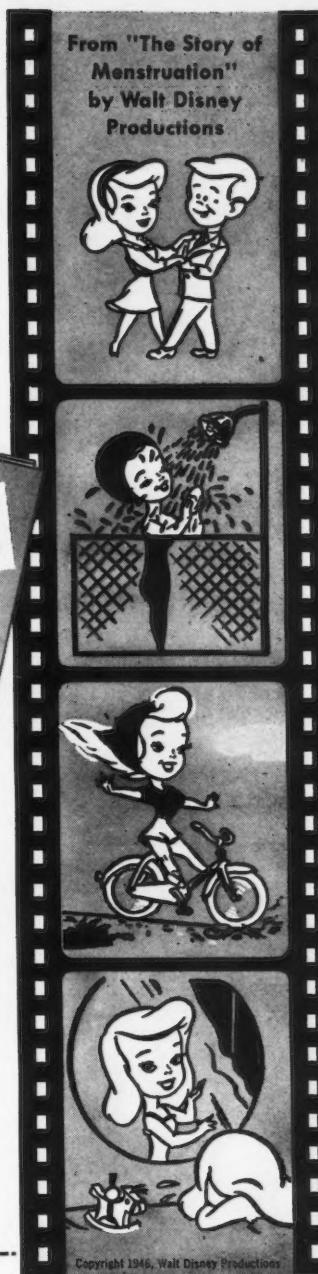
"You're A Young Lady Now"

—especially written for girls 9 to 12, this illustrated, easy-reading booklet prepares the pre-teen for menstruation. Tells her all she needs to know at her age. Gives additional helpful, healthful tips.

Teaching Guide and Menstrual Chart.



Hundreds of teachers helped organize this flexible teaching guide. You'll find it adaptable to any teaching situation. The large color chart on menstrual physiology is designed for classroom lectures.



CLIP AND MAIL TODAY! --

Kimberly-Clark Corporation, Cellucotton Division
Educational Dept. CSJ-116
Neenah, Wisconsin

Please send me free (except for return postage) your 16 mm. sound film "The Story of Menstruation."

Day wanted (allow 4 weeks) _____ 2nd choice (allow 5 weeks) _____
3rd choice (allow 6 weeks) _____

Also send the following:

_____ copies of "You're A Young Lady Now" (for girls 9 to 12)

_____ copies of "Very Personally Yours" (for girls 12 and over)

☐ Physiology Chart

☐ Teaching Guide

Name _____ (please print)

School _____

Street _____ City _____ Zone _____ State _____

Kotex is a trademark of Kimberly-Clark Corp.



CONNOISSEURS' CHOICE

A treasure from the world's great tea gardens

THIS famed Sexton Luxury Tea is a very choicest blend of flowery Darjeeling, India and Ceylon.

Superb in bouquet! Delicate in flavor! A tea you proudly offer to your guests in your home! A tea served at world-renowned hotels and restaurants!

Each tea carton, packed with non-tangling bags, is a simulated old "Treasure Chest" from Sexton, tea merchants over 70 years. Sold by better independent grocers.

GUARANTEED FOR A RETURN OF MONEY
Guaranteed by
Good Housekeeping
NOT AS ADVERTISED THEREIN

Sexton
Quality Foods
John Sexton & Co., Chicago

GRUMBACHER

"6851"

EASEL BRUSHES

FINEST QUALITY BLACK BRISTLE
RUSTPROOF SEAMLESS ALUMINUM
FERRULES ON LONG RED HANDLES



casein • tempera
poster • show card
painting

a MUST for school work
"Stand it on end"...
NEVER GOES "LIMP"

Size: 1/4 3/8 1/2 5/8 3/4
Hair Length: 3/8 1 1 1/8 1 1/4 1 1/2
Each: .33 .38 .48 .55 .66

3/8 1 1 1/4 1 1/2 1 3/4 2
1 7/8 1 1/2 1 3/8 1 1/2 2 1/8 2 3/8
.75 .95 1.35 1.85 2.40 3.90

WRITE FOR FREE
SCHOOL BRUSH CIRCULAR

M. GRUMBACHER
INC.

471 W. 33rd St., New York 1, N. Y.

62A

New Supplies

(Continued from page 60A)

RELIEF MAP OF EUROPE

Denoyer-Geppert Co., Chicago, Ill., has announced the manufacture of a heavy vinyl plastic relief map of Europe. Vertical exaggeration in the map which measures 48 in. by 34 in. is up to 30 times. The contour layer colors follow the international scheme for physical maps. A three dimensional actually raised legend illustrates the meaning of the elevation coloring. Classroom size lettering on the map identifies countries, major relief and water features and selected cities. Cities are indicated by symbols graded according to population. Capitals are underlined. Bold purple lines define boundaries.

(For Further Detail Circle Index Code 071)

SCHOOL UTILITY TRUCK

A sturdy, lightweight utility truck has been introduced by the Paul O. Young Co., Line Lexington, Pa. Designed for school maintenance, this truck features three 18 by 22-inch smooth steel shelves as well as two steel platforms at either side. On the one side is a large capacity detachable canvas bag for the collection of trash and wastepaper. On the



Lightweight Utility Truck

opposite side is provided ample space for a vacuum cleaner or sweeper and pails and buckets. The rear is furnished with steel brackets to hold four brooms or mops. Beneath the rear broom holder bracket a two bushel capacity khaki fire-retardant bag can be attached for use as an auxiliary trash bag. The top is recessed to provide a 2 inch deep large supply tray where brushes, dust clothes, cleansers, waxes, and polishes can be kept within easy reach.

(For Further Detail Circle Index Code 072)

500 WATT PROJECTOR

A new 500 watt projector that may be used with both single and double frame filmstrips and 2 by 2 slides has been announced by Bell & Howell Co. Called the Specialist it provides a bright uniform picture on the screen and extremely low film plane temperature when operated out of the case. When used in its air-flow case an exclusive "wind tunnel cooling" system reduces the temperature another nine degrees. Operating instructions are permanently mounted on a plate on the side. Storage space for filmstrips and slides is provided in the lid of the case. Two locking clips hold the projector firmly to the bottom of the case during projection.

(For Further Detail Circle Index Code 073)

(Concluded on page 64A)

ANYONE CAN TEACH The TWO-OCTAVE SYMPHONET

(Self-instruction books provided make it possible for students to learn by themselves.)



ALL THIS FOR \$1.50 (\$2.65 value)

★ Two-Octave Symphonet with detachable music holder (Value: \$1.00)

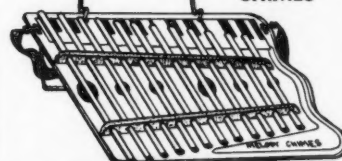
★ Five music books @ 25¢ each (Value: \$1.25)

★ One Music Desk Stand (Value: 25¢)

FREE: A complete Symphonet Kit as above, with all piano parts, on a CASH ORDER of 10 or more Symphonet Kits. (Offer limited to ONE to a customer regardless of size of order.)

FOR VARIETY, WE SUGGEST
A Symphonet-Chime Band

THE 12 TONE
MELODY
CHIMES



ALL THIS FOR \$2.00 (\$3.25 value)

★ The Melody Chimes (Value: \$2.00)

★ Five music books @ 25¢ each (Value: \$1.25)

The Symphonet and Chimes can be taught together for the five books provided with each instrument contain the same selections. Books are self-instructive and contain also duets and tries.

HANDY FOLIO MUSIC CO.

Dept. C-11, 2821 N. 9th St., Milwaukee, Wis.

L. G. BALFOUR COMPANY

Attleboro

Massachusetts

Class Rings
and Pins

Commencement
Invitations

Diplomas

Personal Cards

Club Insignia

Medals and
Trophies

Direct Representatives in
all States

for effective instruction in **ELECTRONICS**
use **ALLIED'S** famous knight-kits

**TYPICAL
KIT VALUES**

— USED BY HUNDREDS OF SCHOOLS —

10-in-1 Radio Lab Knight-Kit

Instructive, practical, fascinating. Builds any one of 10 projects: broadcast receiver, amplifier, wireless phono oscillator, home "broadcaster," code practice oscillator, relay, signal tracer, electronic timer, electronic switch, photo relay. Just change wiring for each project. With all parts, tubes and instruction manual. Shpg. wt., 10 lbs.

Model 83 Y 265. Only \$12.65

"Ranger II" AC-DC Radio Knight-Kit

Popular 5-tube superhet radio project kit. Thousands now used in shop training; teaches practical radio construction. It's a commercial quality broadcast receiver when completed. Kit includes tubes, preformed chassis, speaker, loop antenna, all required parts, hardware, and easy-to-follow instructions. Shpg. wt., 8 lbs.

Model 83 Y 735. Only \$17.25

See our Catalog for dozens of other fine Knight-Kits, including test instruments, amplifiers, student projects, etc.

FREE 356-PAGE ELECTRONIC SUPPLY GUIDE

Send for the 1957 ALLIED Catalog, the leading buying guide to everything in electronics for the school. Features the world's largest stocks of Training Kits, Sound and Recording equipment, Lab instruments, Tools, Books, Electronic parts, etc. Write for FREE copy today.

ALLIED RADIO

100 N. Western Ave., Dept. 42-L-6, Chicago 80, Ill.

Specialists in Electronic Supply for Schools

Over A Century of Service to the Art
Classrooms of the Nation's Schools . . .

1853

WEBER

1956

TRADE MARK REG. U. S. PAT. OFF.

ARTISTS' COLORS

in
OIL • WATER • TEMPERA • PASTEL
and

ARTISTS' MATERIALS

STUDIO, SCHOOL, AND
DRAFTING ROOM FURNITURE

Catalog, Vol. 700,
on request to
Teachers and Schools.

F. WEBER CO.

Manufacturing Artists' Colormen
Since 1853

PHILADELPHIA 23, PA.
St. Louis 1, Mo.
Baltimore 1, Md.

MALFA Oil Colors in 4 x 1" tubes
MALFA Water Colors in 3 x 1/2" tubes

PATRONIZE YOUR
NEAREST WEBER DEALER

the Little Singers of Paris

"Les Petits Chanteurs a la Croix de Bois"
Msgr. F. Maillet, Conductor

The world's best known Catholic boys' choir (32 voices)

"A chorus of the most refreshing originality and charm."
(Olin Downes, NEW YORK TIMES)

"An experience unforgettable...literally out of this world."
(Virgil Thomson, NEW YORK HERALD TRIBUNE)

"A chorus with immense personal charm."
(Paul Hume, WASHINGTON POST)

"Unique in the field of the children's choir."
(BOSTON HERALD)

NEXT TOUR OF THE UNITED STATES — JAN. TO APRIL, 1957

For information on dates and fees, write to

THE LITTLE SINGERS OF PARIS

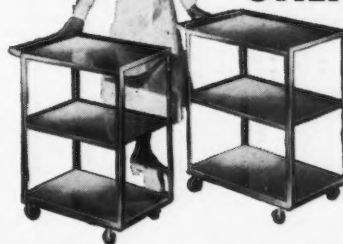
119 West 57th Street, New York 19, New York



USED ONLY
MINUTES A DAY



these **LAKE SIDE**
STAINLESS STEEL
UTILITY CARTS



Pay their
Way!

Save only 7 to 8
minutes a day with
Lakeside Heavy Duty
Carts and they pay

for themselves in less than a year. You KNOW you'll save much more, using them in your school kitchen and cafeteria, in your home economics and sciences classes . . . any work than can be put on wheels . . . so start using LAKE SIDE now!

MODEL 411 (right) 15 1/2 x 24" shelves \$49.75
MODEL 433 (center) 17 1/2 x 27" shelves \$55.50
MODEL 526 (left) 17 1/2 x 27" Lab. Cart \$62.50

FOS Milwaukee, slightly higher in West. See your dealer or write today.

LAKE SIDE MFG. Inc.

1964 S. ALLIS STREET
MILWAUKEE 7, WIS.

86 Titles for ANY LIQUID (Spirit or Direct process) DUPLICATOR

CONTINENTAL PRE-PRINTED
CARBON MASTERS

available in these subjects:—

- ENGLISH
- PHONICS
- SEASONS
- SCIENCE
- ARITHMETIC
- READING
- OUTLINE MAPS
- SOCIAL STUDIES
- HEALTH - Jr. High
- GUIDANCE - Jr. High

Write For Free Catalog
of 86 Liquid Duplicating Titles

THE CONTINENTAL PRESS, INC.
Elizabethtown, Penna.

CHRISTMAS PLAYS—

I'LL BE GLAD WHEN IT'S OVER, a new, charming play that combines the modern with the beauty of the traditional Nativity story 50¢
AND LO, THE STAR 50¢
CANDEL FOR THE PRINCE 50¢
FOR UNTO YOU IS BORN 40¢
THREE WISE MEN RIDE BY 50¢
THE CATHEDRAL MIRACLE 50¢

Send for FREE Descriptive Catalogue

BANNER PLAY BUREAU, Inc.
619 Post Street San Francisco 9, Calif.

WE SELL ONLY SERVICE

We supply *all* materials needed, scoring, centiles, and profiles.

for details write to

National Student Testing Service
5743 N. Kimball Ave. Chicago 45, Ill.

America's Finest!

Saint Joseph Daily Missal

The NEW - IDEAL - COMPLETE
Daily Missal to Pray the Mass.

Large Type
Full-Colored Illustrations
Most Simplified Arrangement

Priced from 3.75 to \$15.00
WHEREVER CATHOLIC BOOKS ARE SOLD

New Supplies

(Concluded from page 62A)

CATALOGS & BOOKLETS

Thanksgiving and Christmas filmstrips are featured in a comprehensive booklet recently released by the Society for Visual Education, Inc., Chicago, Ill. Complete descriptive and pricing information is furnished about each selection. Copies of the booklet are free.

(For Further Detail Circle Index Code 074)

The Messengers' reading test program is explained and evaluated in a booklet recently issued by Geo. A. Pfau, Publisher, Inc. The construction, reliability, and validity of the tests are discussed and the methods of scoring and charting progress are explained. Copies of the booklet are available on request.

(For Further Detail Circle Index Code 075)

Modern wooden library equipment is illustrated and described in an 8-page folder prepared by Valverde Co., Inc. Various styles of tables, desks, cabinets, chairs, and racks are shown in the folder which may be obtained on request.

(For Further Detail Circle Index Code 076)

"How to Drive and Stay Alive," is the title of a 32-page color booklet of driving tips for teen-agers and adults published by the B. F. Goodrich Co. Good and bad driving practices, up-to-date information on turn-pike driving, safety rules for children passengers, and other helpful material is cleverly illustrated in the booklet which is available free of charge.

(For Further Detail Circle Index Code 077)

DIPLOMAS

WITH MODERN DIPLOMA CASES

SEND FOR FREE SAMPLES

PHILIP and MARGARET BITTEL
AVON, CONNECTICUT



NEW PROGRAM AIDS!

New Instructive Records

SQUARE DANCES & MUSICAL MIXERS

- brighten classes and programs
- no difficult skills
- inexpensive, durable records

With unique illustrated instructions, clear recorded calls, liting music and song, groups quickly learn and enjoy best-listed **SQUARES and MIXERS**. Durable 78 RPM albums. Both "Fun 'n' Frolic" albums \$5.99 ppd, check or m.o. (one album \$2.95). Satisfaction guaranteed. Free descriptive folder or preview copies on request.

MAIL ORDER RECORD SERVICE (Dept. CS-11)
P.O. Box 7176 Phoenix, Arizona
Nat'l square/talk dance supply catalog on request

HAVE YOU A COPY OF OUR NEW 16mm

A-1 LEGION OF DECENCY

FEATURE FILM RENTAL CATALOG

Special Rates for Series Shows

Use Our Plan to Make Easy Money for Your School

FREE from ROA'S FILMS

1696 N. Astor Street • Milwaukee 2, Wis.

FREE

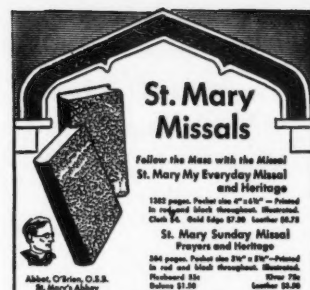


"EVERYTHING FOR THE ARTIST"

Write for your copy on your school letterhead.

Mail to:
Dept. CJ-11

Lewis
ARTIST SUPPLY CO.
6408 WOODWARD AVE.
DETROIT 2, MICH.



St. Mary Missals

Follow the Mass with the Missal

St. Mary My Everyday Missal and Heritage

1282 pages. Pocket size 6" x 9" - Printed in red and black throughout. Bound in cloth. \$14.95. Child Size \$7.95. Leather \$24.95.

St. Mary Sunday Missal

Prayers and Heritage

264 pages. Pocket size 5 1/2" x 8 1/2" - Printed in red and black throughout. Bound in cloth. \$11.95. Leather \$20.95.

Abbey, O'Brien, C.S.B.
St. Mary's Abbey

At your bookstore or

BENZIGER BROTHERS, Inc.

6-8 Barclay Street, New York 8, N. Y.

Boston 10 • Chicago 6 • Cincinnati 1 • San Francisco 8

Adv. 52

TEXT and REFERENCE BOOKS

of all Publishers—New & Used—at Big Savings
50 free catalogs issued, comprising over 1000 pages and including over 60,000 titles, many "out of print," offering a saving to your students and an opportunity for your library.

WRITE FOR LIST OF THESE CATALOGS

BOOKS WE PUBLISH:

By Fr. E. C. McEniry, O.P.

St. Thomas Aquinas Meditations, 1951 \$4.00

God Cares for You 3.00

The Sinner's Guide 3.00

St. Thomas Aquinas Exp. Our Lady's Feasts 1.00

By Reverend Father F. Alexander

Upon This Rock, An Introduction to

Apologetics for Students 2.50

WE ALSO BUY BOOKS

LONG'S COLLEGE BOOK CO.

DEPT. CS

COLUMBUS 1, OHIO

Booksellers & Publishers Since 1902

48 Page
FREE CATALOG



of 21 different crafts. Request your copy on your school letterhead.

DEARBORN LEATHER CO.
Dept. CS-11, 8625 Linwood Ave.
Detroit 6, Michigan

FASTER, BETTER READING



Easy to Use • Lowest Cost • Portable

RATOMETER electric reading accelerator, classroom or home use. Direct

reading rate calculator. 9 1/2" long, 2 1/4" lbs. Complete with study manual, carry-case carton . . . \$35.00

EYE-SPAN TRAINER—Plastic Model 10.

Improves visual speed, accuracy . . . 500 practice items, manual, case . . . \$7.50

AVR
Ratometer
AUDIO VISUAL RESEARCH, Dept. F, 531 S. Plymouth Ct., Chicago 5

Catholic Book & Supply Co.

For These

Catholic School Book Services:

1. Catholic library books of all publishers.
2. Select, up-to-date lists of general books recommended for Catholic elementary and high schools.
3. Liberal discounts; additional quantity discounts.
4. Complete text book service for Catholic elementary schools including dictionaries.

Send Use Your Order Today

CATHOLIC BOOK & SUPPLY CO.
SOUTH MILWAUKEE WISCONSIN

Evaluation of Audio-Visual Aids

Catechism on Film Strips
St. John's University
75 Lewis Ave.
Brooklyn 6, N. Y.

Two new filmstrip units, on Holy Orders and Matrimony, in the St. John's University Catechism series have been completed and are now ready for distribution, it has been announced by Rev. Michael F. Mullen, C.M., director of this series and member of the faculty of the school of education of St. John's University.

With the completion of these latest units, each consisting of sixty frames of original art in full color and a synchronized record, St. John's has produced a total of eighteen units, ten of which present various aspects of the Apostles' Creed, seven cover the sacraments, and one presents the Mass in two parts.

The next two units, dealing with sacramentals and prayer, are expected to be produced by March, 1957.

The St. John's Catechism filmstrip series follows the Baltimore Catechism. It is estimated that at the present time more than 40,000 units are in use in approximately 4000 schools and churches throughout the world.

Supervision of the art and script for the two most recent units was by Rev. Lawrence A. Lonergan, C.M., chairman of the art department of St. John's College.

Science Filmstrip
The New York Times
Times Square
New York 36, N. Y.

To set the stage for the vast forthcoming effort to advance man's knowledge in the International Geophysical Year 1957-1958, The New York Times Filmstrips on Current Affairs have issued for December an up-to-the-minute filmstrip entitled EXPANDING HORIZONS FOR SCIENCE.

This filmstrip ranges from Pole to Pole, to the depths of the earth and far into outer space as it examines global activities keyed to a new era of knowledge about man, his planet, and universe.

Today's explorer is a scientist whose world may be a galaxy of stars, a blood sample, an atom, says this filmstrip as it moves through the answers we seek, the frontiers of heat and ice, and the realm of space to the trails of tomorrow.

EXPANDING HORIZONS FOR SCIENCE couples graphic pictures, charts, and maps with easy-to-understand language to give new meaning and enrichment to the world

George E. Vander Beke, Ph.D.

Editorial Consultant for
Audio-Visual Aids

around us. In 57 black-and-white frames, for 35 mm. projectors, the filmstrip is accompanied by a discussion manual that contains an introduction to the subject, and supplementary information for each frame. Each frame is reproduced in the manual.

Inventions in America's Growth
Coronet Films

65 E. South Water St.
Chicago 1, Ill.

Two new social studies films from Coronet, INVENTIONS IN AMERICA'S GROWTH (1750-1850) and INVENTIONS IN AMERICA'S GROWTH (1850-1910) mark a significant departure from the traditional approaches to the study of inventions. The films review the stories of the inventions between 1750-1910, but particular stress is laid upon the changes in people's daily lives which each successive invention produced. These social changes created a need for even more inventions and the film shows how successive inventions had profound implications for America's growth and progress.

Original models, authentic reproductions, and even historic motion picture footage enrich the films. These increase accurate understanding of the inventions themselves and give viewers an appreciation of the period in which they occurred.

Both films are for grades 4-9.

Christmas Around the World
Society for Visual Education, Inc.

1345 W. Diversey Parkway
Chicago 14, Ill.

A new filmstrip describes CHRISTMAS AROUND THE WORLD. There are 40 frames with a 33½ r.p.m. record.

Opening with scenes of an American family getting ready for Christmas, the filmstrip pictures Christmas customs in other countries as follows: families in Sweden coming to an early morning church service in sleighs by torchlight; Christmas sheaves in Norway; the lucky almond in the Danish Christmas dinner; the carol singers and waits in England; the exchange of Christmas gifts in Holland on St. Nicholas Day; the peal of Christmas bells

in Belgium; a family of France attending midnight services at a cathedral; the family Christmas tree of gifts and lights in Germany; children of Spain with their tambourine dance around the Nacimiento; an Italian family at prayer beside their Presepio; the Rumanian boys' Three Kings procession with lighted stars; candles, and prayer of the Yugoslavian Christmas dinner; placing of candles in the windows of homes in Syria to light the Christ Child on His way; people of all lands attending Christmas Eve services at the Church of the Nativity in Old Bethlehem; lights on the rooftops and pictures drawn on the walls of white-walled homes of Christians in India; posters proclaiming peace and joy on Chinese walls; outdoor picnics and fiestas in Australia and Brazil where December is in summertime; a visit to a Mexican home where children break pinata and scramble for Christmas sweets; brief glimpses of varied American Christmas customs.

Symphony Orchestra Series
Encyclopaedia Britannica Films

1150 Wilmette Ave.
Wilmette, Ill.

THE SYMPHONY ORCHESTRA SERIES was recorded and photographed in Vienna, Austria. It comprises *The Brass Choir*, *The Woodwind Choir*, *The String Choir*, *The Percussion Group*, *The Symphony Orchestra*.

Encyclopaedia Britannica Films selected Vienna as the location for the making of the second edition of its popular symphonic series because of the reputation Vienna has in the world of music. It was in Vienna that the father of the symphony, Joseph Haydn, worked most of his life. It was in Vienna, again, that Mozart, Beethoven, Schubert, Brahms, Mahler, and other classic composers created their masterworks. The world famous orchestra of Vienna grew and developed under the hands of the great masters of the past. The sound recordings of this Orchestra Series were made in the very hall that heard the premiere of Brahms', Mahler's, Bruckner's, Strauss' immortal symphonic works.

In selecting the orchestra and the conductor, EBF chose from the musical bodies in Vienna, those most closely connected with music teaching and youth. The Vienna Symphony Orchestra and The Vienna Music Academy are very closely linked, since most of the players of the Symphony teach at the Academy. The conductor of

(Concluded on page 6A)